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TRAITS OF THE IDEAL AND THE POTENTIAL LIBRARIAN¹

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THE ideal librarian may be defined as a college graduate who has (1) a subject information in many fields of knowledge with some specialization in one field; (2) a satisfactory technique in librarianship gained from a library-school curriculum adjusted to the changing needs of the library profession and from successive advancement in that profession; and (3) desirable personal traits, such as an alert mind, initiative, imagination, productivity, interest in people and in reading, a pleasing personality resulting in effective relations with people, and an emotional stability that can withstand the strain of high-grade library service which calls for the constant out-giving of vitality.

The library-school faculties of the country are endeavoring to prepare new recruits for the profession who will approximate the ideal librarian in as many points as are humanly possible. Educators are struggling to show how the liberal arts and science colleges may be made over in order to produce a more satisfactory sum total of knowledge on the part of their graduates, so that this article will not deal with the college preparation of the ideal librarian. For the purpose of this paper the content of the

¹ A paper read before the Association of American Library Schools at the American Library Association Conference, Denver, June, 1935.

library-school curriculum is assumed to be adequate, i.e., to furnish the necessary library techniques and to lead to satisfactory initial placement and future advancement. Hence that curriculum will not be discussed here. It is with the third part of the definition of the ideal librarian—his personal traits as foreshadowed in his behavior as a library-school student—that this paper is concerned.

Lists of personal traits for various divisions of librarianship appear in the volumes of the American Library Association textbooks. The composite list comprises thirty-five traits and shows much overlapping in the seven books, one of which includes traits ranked by the author, by patrons, and by librarians aside from the author, making nine listings in all. Eleven traits—judgment, professional knowledge, imagination, interest in work, initiative, system, accuracy, forcefulness, adaptability, health, and industriousness—are in from eight to nine of the rankings; eight others—intelligence, mental curiosity, memory, tact, dependability, speed, neatness, and patience—are in from six to seven rankings; seven—literary appreciation, alertness, interest in people, co-operativeness, resourcefulness, courtesy, and pleasantness—in from four to five rankings; and nine others are in from one to three only. Several of the nine in the last group could have been included under the headings elsewhere but are counted as they appear in the texts. No one person could possibly possess these thirty-five traits in even $99\frac{4}{5}$ per cent purity and survive, so that for practical usage the grouping of traits must be made much simpler. The writer therefore suggests a classification of these thirty-five personal traits under four headings as follows: (1) attention to detail; (2) initiative; (3) productivity in work; and (4) effective relations with people—a classification used successfully with a representative group of catalogers several years ago.

It is the purpose of this paper to discuss personality traits of potential librarians in connection with the ideal librarian's equipment, keeping in mind that points concerning the college career and the library-school curriculum are to be omitted. To this end the writer will describe the standardized tests and meas-

ures used by the University of Denver School of Librarianship as supplements to the usual admission procedures and to the later knowledge of the student gained from the classroom and from personal interviews. These measures of traits will be considered in their relationship to the progress of the student through this one-year library school and into the library profession.

The library-school student is most interesting if viewed always as a potential librarian. This point of view eliminates much glamor from "charming personalities" who are beautiful but dumb in library lore, and cuts away many edges from the "diamond in the rough." Therefore all techniques used should themselves be tested against the criterion of applicability to library service.

A digression may be allowable here to show how some of the tests now in use were tried out first upon library-staff members in many parts of the country and upon library-school students several years before the University of Denver School of Librarianship existed.

The writer's initial perception of tests as applicable to librarians, especially to catalogers, came several years ago in a discussion of aptitudes in general when an expert in vocational guidance said that surely a rapid rate of reading should be possessed by a successful cataloger, if success were measured by productivity in work. Illustrations were used to show the reasonableness of the suggestion, and the writer was started on a quest to see if successful catalogers were conscious of the lack or the possession of the trait of rapid reading. The question "Are you a rapid reader?" usually brought the reply, "I don't know." This was often followed by, "How can I tell? I have never been measured for speed. I know that I read faster than some people, but I am not sure of their relative speed or of my own in relation to other readers."

These responses and the attitude of the librarians interviewed sent the writer on the further hunt for a speed and comprehension test of reading that would measure results in a situation as nearly like the cataloging situation as possible. According to

Margaret Mann^a a cataloger must read a book technically, i.e., read "all that is auxiliary to the real text." The cataloger also reads a book to find out the author's purpose in writing it and to know its content in order to assign to the book: (1) the classification symbol which will shelve the book in the library with other books on the same subject; (2) the subject headings that will make all of its content available in the catalog under the same headings that have been used for all other material about that same subject; and (3) the additional catalog entries which will lead the staff members and other potential users directly to the book. This reading must be done quickly and accurately if the book is to be sent forward to the library shelves expeditiously. Also the classification and subject headings, to be effective, must not reflect the cataloger's personal opinions on the material in the book.

Examination of reading tests for adults resulted in the choice of the Whipple *High school and college reading test* because the material presented in it: (1) is of adult level; (2) is fairly difficult of comprehension; (3) includes in the text, in the same font of type, a series of questions about facts just stated in the text; (4) requires these questions to be answered on the basis of the writer's statements and not of the reader's opinions; and (5) has been standardized and has norms established for high-school and college students and graduates. Although this is one of the older tests, it meets the requirements of the cataloger who, to repeat, must find out the purpose of the author, and must, without expressing his own opinions, treat the book on the basis of the author's statements. There is a considerable difference between the cataloger's and the book selector's point of view in reading here, but the test was chosen for trial with catalogers, hoping that it might prove to be applicable to other librarians as well.

The choice of a reading test having been made, there came to the fore another factor in the comprehension of reading materials, i.e., the familiarity of the vocabulary. The second point given in the cataloger's reading duties is "to assign to the book the subject headings that will make all of its content available

^a Margaret Mann, *Introduction to cataloging and the classification of books* (Chicago: American Library Association, 1930), p. 15.

in the catalog under the same headings that have been used for all other material about that same subject." A vocabulary test on the adult level was indicated, and a search ended in the choice of the Inglis *Test of English vocabulary*, standardized for high-school and college students and graduates.

Armed with these two tests, which had been discussed with successful librarians and used experimentally in a small way, the writer asked the privilege of trying out the reading and the vocabulary test by giving it to the professional and clerical staffs of representative catalog departments in various parts of the country. This classification of staff members as professional and clerical necessitated a decision upon duties to be designated as professional and as clerical. Some uniformity was established among the catalog librarians at that time, but much further work has been done since then by Susan Grey Akers, who reports on her work in the *Library quarterly*³ for January, 1935. To quote:

The criteria used to distinguish "professional workers" from "clerical workers" in Miss Howe's unpublished studies are: academic education, type of training, length and type of library experience, scores made on standardized tests, and type of duty performed. An examination of these data for the professional staffs of sixteen catalog departments represented in this study established the fact that the typical professional worker in the catalog department of the type and size of libraries studied has had four years of college work, one year in a library school, and from six to seven years of library experience.

A study of similar data for the clerical staff . . . shows that the typical clerical worker . . . has had four years of secondary-school work, training in the department, and from two to three years of experience in a library.

The standardized test scores mentioned by Miss Akers are the Whipple and Inglis test results as found in sixteen catalog departments which were included both in Miss Akers' and in the writer's studies. Miss Akers does not go into detail about these scores in this article, but she found from the data available to her that there was a low correlation between years of library experience and reading ability and between age and reading ability, as well as a low correlation between those two items and vocabulary, and also between vocabulary and reading ability.

³ S. G. Akers, "The relation of the professional and clerical division of cataloging activities to cataloging courses," *Library quarterly*, V (January, 1935), 101-36.

That is, one clerical worker who had had twenty years of experience in a library might have a low vocabulary score and a low reading score, while another clerical worker of a few years' experience might have a high vocabulary and a low reading score. The same held true for the professional group. Only two library-school graduates were designated as doing work classified as clerical, and they were found to have low vocabulary and reading scores. The chiefs of the catalog departments made high scores on both tests.

Tests were also given in several library schools, and similar results were found. There was no correlation in these groups between age and vocabulary or between age and reading ability. For example, one group of thirty students ranged in age from twenty-one to forty-nine. Eleven students in this group were thirty years or more of age. Of the forty-four school marks received by these eleven students, ten were *A*, thirty-one were *B*, and three were *C*, following closely the marks distribution for the total group of thirty students. The ten marks of *A* were received by five students whose vocabulary scores ranged from 122 to 147 (150 being the maximum score for the test used, and 129 being the college-graduate norm). E. M. Anderson's conclusions from testing college students for reading ability, therefore, is shown to be applicable to the library-school group: "The great similarity in the reading ability of the different age groups makes it unnecessary to discriminate between students on the basis of age, as far as reading ability is concerned."⁴

In the example from a library-school group just cited there appears a high positive correlation between library-school marks and vocabulary scores. For the entire group of schools, however, such high correlation disappears; and even from multiple correlation the only statement possible is that there was a low degree of correlation between library-school marks and the scores on tests designed to measure vocabulary and reading ability.

Although this testing in the field brought very little concrete aid to the total professional problem of choosing the potential

⁴E. M. Anderson, *Individual differences in the reading ability of college students* [abstract of thesis] (Columbia: University of Missouri, 1928), p. 53.

librarian to meet the qualities of the ideal, the testing did show the presence of a very highly intelligent group in both library schools and in catalog departments. Thus the "alert mind" so desirable for the ideal librarian was present in numerous individuals tested. There was, however, such a slight degree of correlation between high scores and success as to be discouraging to one seeking for better methods of selecting prospective librarians.

The further experimentation with testing, however, which has been carried on in connection with the admission of students to the University of Denver School of Librarianship and with the follow-up methods possible in guiding students during the academic year and in advising them in their professional development later, has brought out higher correlations between success and high scores than those found in the earlier testing of librarians in action.

In choosing the kind of tests to be used authorities in psychology were consulted for suggestions. Quotations from the following books on the subject show the trends in regard to vocabulary testing. Garrett and Schneck say in regard to association tests:

The most important of these is the vocabulary test, which is described . . . as being probably the best single test of abstract or verbal intelligence. Terman found that this test gives an exceedingly close approximation to the mental age obtained from the Stanford Revision of the Binet tests.⁵

G. L. Bergen and others, in their "experiment in a free community counseling service for adults," used the Johnson O'Connor⁶ revision of the Inglis vocabulary test on 8,242 individuals, including 5,416 men and 2,826 women, in the first 10,000 cases tested. They state that:

The test measures directly the amount of vocabulary which the individual has acquired and indirectly one phase of the individual's ability to succeed in school work or in work requiring academic or general intellectual capacity.⁷

⁵ H. E. Garrett and M. R. Schneck, *Psychological tests, methods, and results* (New York: Harper, 1933), Pt. 1, p. 117; Pt. 2, p. 28.

⁶ Johnson O'Connor, *English vocabulary worksample 95* (Hoboken: Stevens Institute of Technology, c. 1931-34).

⁷ G. L. Bergen *et al.*, *Use of tests in the adjustment service* (New York: American Association for Adult Education, 1935), p. 42.

Therefore the use of a vocabulary test as an approximate measure of mental ability was adopted by the School of Librarianship in 1931-32. The *Inglis Test of English vocabulary* was used because the preliminary testing gave comparable data from other library schools and from catalog departments in representative libraries throughout the United States.

It was hoped that if each teacher had access to the cumulative academic history for each student and his vocabulary score that he could encourage the student to work at the level of achievement that these records indicated as possible. This proved to be feasible and helpful. The vocabulary score is used to gauge the student's potential level, but, when low, this score is not considered alone but is taken into account with the transcript of the college work, previous record of library experience, and character traits as they are observed or tested during the year. No student has been refused admission on a low vocabulary score alone, but when the college record also is low, and the references are lukewarm, then an adverse decision is made.

In the four years the tests have been used a few students of the ultra-conscientious type (i.e., those unwilling to say they know when they only think they know) made low vocabulary scores during the year but had classroom and library-experience records which showed high ability. These students were encouraged to try the tests again with the emphasis on the instructions included in the directions for giving the test: "However, do not be afraid to underline a word which you *think* is nearest the meaning required." The resultant scores were then comparable to the library and classroom accomplishment. A few admittedly careless readers were encouraged to use a dictionary freely during the year with good results as evidenced by the scores from later testing.

For other individuals fear of any form of examination acts as a hindrance to fair measurement, and the true results are obtained only after the element of fear has been eliminated, possibly by success in other lines. An illustration of fear as an initial factor is the case, reported by O'Connor,⁸ of a major executive

⁸ Johnson O'Connor, "Vocabulary and success," *Atlantic monthly*, CLIII, No. 2 (February, 1934), 160-67.

in a business organization who refused to take this vocabulary test, saying that he had "made his way without being found out and he was not willing to give himself away." He had been obliged to leave school at fourteen and had earned his living since then. Vocabulary seemed to him so directly the result of schooling that he knew in advance that he would fail. When he was finally persuaded to take the vocabulary test he made a much higher score than the average college graduate—a score that compared favorably with his business success and high position. Similar results have been found at the School of Librarianship, where the vocabulary scores have been used in estimating candidates who do not meet the usual college requirements but who are experienced librarians with good professional references. High scores on the Inglis test have been accompanied by corresponding marks in the School for these well-recommended candidates to such an extent that the value of such a test for admission is indicated.

The small relative improvement in vocabulary during college years has been much publicized in the general magazines by the criticism of the study of the Pennsylvania colleges, for example, the article written by Tunis,⁹ but the answers to that criticism have not been so fully made available. One such answer appears in an editorial in the *Harvard teachers' record* from which the following quotation is taken:

Mr. Tunis says the senior has "added only seven words to his score" [by raising it from 55 to 62 words known out of the 100 on the test] and that this is a "painfully moderate increase." But the average college sophomore has been using words for eighteen years. Achieving the status of senior involves increasing this period by about 10 per cent, an increment that tallies nicely with the vocabulary increase.

As for the "painfully moderate increase," of course the 100 words known to educated people are not all known to all educated people. The new Webster's International is said to define 400,000 words. If as many as one-fourth of these are known to educated people then a sample of 100 words would have been selected from 100,000 and an increase of seven words in the sample would imply an increase of 7,000 in the total vocabulary of the student. Such an increase in two years of college would mean learning nearly twenty new words

⁹ J. R. Tunis, "Human waste in the colleges," *Scribner's magazine*, XCVI, No. 3 (September, 1934), 138-44.

for every day at school. This is of course an absurd figure, but it is no more absurd than the implication that the student has added only seven words to his vocabulary in two years.²⁹

The coefficient of correlation between the scores on vocabulary tests taken by the students at the beginning and at the end of the academic years has been .92, showing that in the main the first results are a fairly accurate measure, only such exceptional cases as have been explained having changed their scores in any radical way. From the four years of experimenting the writer would hesitate to accept into a library school an unknown student whose Inglis score was less than 105, the college Freshman median, and would prefer the student whose record was in the 120 range or above. Students with low scores have been accepted, nevertheless, when other factors were present which promised successful classroom work and placement.

The reading-test scores at the School of Librarianship, on the other hand, have been increased in a remarkable degree during the college year. The student having a low score has been urged to individual remedial efforts, and classroom instruction has been given in methods of attaining rapid-reading ability. As stated previously, rate of reading is not a factor on which to base admission decisions but should be taken into account in the added load placed on the teacher who must instruct students with such varying rates of reading that assignments which are simple for some are almost impossible of attainment for others.

The initial low coefficient of correlation between vocabulary scores and reading ability is raised in the majority of cases before the end of the year if the students are taught how to read more rapidly. Even this teaching, however, is not successful in some cases of long-continued bad reading habits, so that a perfect correlation may be impossible of accomplishment. Nevertheless, the improvement obtained in the majority of cases is very encouraging in view of the facts that librarianship in nearly all its fields requires rapid comprehension of many books in a very limited space of time, and that improved reading ability should make for increased productivity in work.

²⁹ Editorial, "More realism in American education," *Harvard teachers' record*, IV, No. 4 (October, 1934), 159-61.

Pleasing personality and emotional stability are usually expressed as the characteristic of "getting along with other people," that is, with the patrons of the library and with co-workers on the staff. Pleasing personality usually is vouched for in letters of recommendation and is sometimes verified by personal interviews. Emotional instability is less apt to be mentioned in these letters of commendation and is more apt to be brought out in letters from irate employers or from comments of observing teachers in the library school itself. An effort has been made to find tests that would help to discover traits that make harmonious adjustments possible or impossible in these two quite different relationships with patrons and co-workers. The Allport A-S test¹¹ has been used with the latest class and with a few candidates for admission to the School. Special help has been given to several students who scored far below normal in self-confidence as measured by this test. It is too early to say whether or not the efforts at correction have been beneficial, but the students themselves and some of their classmates have co-operated in the attempt at betterment of the conditions found. At the upper end of the scale the scores showed such assurance that toning down was necessary, and this has been attained by personal efforts on the part of the students affected. The majority of the group tested are below average in self-confidence. It might be profitable to test successful librarians and graduates of previous classes to see whether or not those who have had the greatest success may not be the ones who are average or above in this trait of self-confidence. Success in the profession may, in some cases, depend upon submission and not upon aggressiveness, but the experience of the majority of the successful librarians should be taken into account in the guidance of potential librarians. Initiative is sought for the ideal librarian, it will be recalled, and initiative seldom accompanies the submissive temperament.

The Allport test¹² showing social values has been used with two classes, and the results have been helpful in dealing with students in classroom as well as in placement work. Psychologists differ in their opinions as to the reliability of this test, but

¹¹ G. W. and F. H. Allport, *A-S reaction study* (New York: Houghton, 1928).

¹² G. W. Allport and P. E. Vernon, *A study of values* (New York: Houghton, c. 1931).

in some cases its use has enabled the writer to find out a characteristic that was sensed but not clearly defined. For example, one excellent student came in for a conference about a proposed project, and displayed a great deal of trepidation about attacking it. After the whole outline had been discussed, the student's attitude was changed, and a splendid piece of work was produced. In connection with placement the choice of this individual was a position where the work was well established and no initiative in organization was required for the first year at least. This trait was a surprise to the writer because the student gave every indication of self-confidence in known situations, was quick to catch suggestions and to put them into effect. A low Allport social values' score for theory gave a clue which the student said was a true indication of the state of affairs, i.e., the student did not care for the theoretical but wanted the practical side of a situation—did not want, in other words, to take an unknown problem and think it through to a conclusion. An earlier knowledge of the low score for theory would have made the reaction to the situations mentioned understandable at once, and not a surprise. An example in the opposite direction was met in another student whose ability to solve problems had already been noted; the strength of the trait was confirmed by a high score for theory. No generalization can yet be drawn from the few cases observed, but the Allport social values test will be used locally until further experiments have made clear its contribution to a knowledge of individual differences in traits.

The Thurstone personality schedule¹³ has been used at times in the School of Librarianship to determine the emotional stability of candidates for admission and, in some cases, to help in dealing with students already enrolled. From years of observing library-school classes in various parts of the country, the generalization is advanced that scarcely a class in any school has been free from at least one troublesome case of emotional instability. Considering the small number of individuals involved even in the total enrolments of all schools, the percentage appears high, but figures are not available on which to base a com-

¹³ L. L. and T. G. Thurstone, *Personality schedule* (Chicago: University of Chicago Press, 1930).

parison with other professional schools. The fact that the accredited library schools reported¹⁴ for 1934 that about 20 per cent of their unemployed graduates "would be difficult to place in normal times owing to physical and personality difficulties" leads to the further assumption that at least a part of these individuals are emotionally unstable.

The Thurstone test results show a high score if the individual has emotional instability. This score should not be used alone, but the pattern of the answers which show maladjustments should be studied. In a friendly interview, some of the answers may be found to represent an overconscientiousness on the part of the individual and so may be discounted. However, study of the pattern and the results of the interview may bring to light a situation which calls for a psychiatrist's advice. In such a case the knowledge that the difficulty exists may be used to ease the path of the student in his adjustment to the cause of his unsettled state. In serious cases the psychiatrist may advise the student to give up studying for the present, thus saving the school from one more casualty. Any school is fortunate that has available the assistance of an expert psychiatrist. The friendly interview between the school authorities and the student may prove so helpful, on the other hand, that no treatment is necessary, the remedies being in the student's possession. Encouragement from the teacher aids in the student's progress toward recovery of control of his emotions. From satisfactory experience at Denver and elsewhere the writer holds the belief that some such test of emotional stability should be a part of the admission procedures and guidance work.

This experiment in testing at the University of Denver School of Librarianship has been conducted in an endeavor to discover in potential librarians, at least in latent form, those traits which the profession considers to be possessed by the ideal librarian. Further work should be done in this effort to diagnose personality traits. Both psychologists and librarians are awake to the importance of the problem, and the future holds the more hopeful aspect for that reason.

¹⁴R. B. Rankin, "Unemployment among librarians," *Bulletin of the American Library Association*, XXIX (March, 1935), 148.

AN APPROACH TO FICTION THROUGH THE CHARACTERISTICS OF ITS READERS

JEANNETTE HOWARD FOSTER

PROBABLY the best introduction to the following study is an account of how it came to be made. During the year 1933-34 there were in progress in the Graduate Library School of the University of Chicago five different projects¹ devoted to reading—the reading done by some twenty thousand persons in and outside of libraries. Since each was concerned with the nature of material read, some classification of printed matter was necessary. For non-fiction the accepted library schemes were available, but—as no public librarian will be surprised to learn—60-75 per cent of all reading was done in fiction, and thus distinctions in that field became imperative.

Because the distinctions needed were qualitative and few in number, the problem might at a glance appear simple. Librarians and other workers with literature possess a seasoned judgment adequate to the day's demands; indeed, set a group down with the average run of best-sellers and coincidence of opinion is likely to suggest no need of further criteria for literary quality. But require the same persons to formulate the principles underlying their judgments so that unpracticed assistants can apply them. Or with a few qualitative categories adopted, give the group a score of "borderline" titles to vote Up or Down without qualification. The result will surprise anyone who has not tried the game.

The reasons are simple enough. No generally accepted objec-

¹ (a) North Central Association, Survey. To be published by the University of Chicago Press; (b) Leon Carnovsky, "Community studies in reading. II. Hinsdale, a suburb of Chicago," *Library quarterly*, V (January, 1935), pp. 1-30; (c) Louis Round Wilson and Edward A. Wight, *County library service in the South: a study of the Rosenwald County Library Demonstration* (Chicago: University of Chicago Press, 1935); (d) Lee Wachtel, Study of Du Page County, Illinois. Unpublished; (e) South Chicago Study. Unpublished.

tive criteria exist for excellence in fiction. Critical and aesthetic value-theory is highly abstract and as diverse as the personal philosophies of its authors. It also rests fundamentally on the conception of literature as an art, whereas the great mass of popular fiction is written—and read—for reasons other than its literary value and receives comparatively little serious critical attention. In addition the inferior novel, itself neither intellectual nor impersonal in tone, seems especially prone to rouse personal reactions to its subject matter—a factor which modern psychology recognizes as more cogent in affecting literary judgment even than Matthew Arnold thought when he voiced his familiar warning against it.

As evidence that the problem is not simple, each of the five studies mentioned above, undertaken independently, developed a different system of classification for its fiction, ranging from the twofold division of the North Central Survey to two quite dissimilar five-category schemes employed by the Rosenwald and the South Chicago studies, respectively. From an abstract viewpoint all five were equally sound. To be sure something of their variety was due to difference of purpose, but mainly it resulted from fundamental differences in the bases of division on which the schemes were built. Thus any comparison of results was all but impossibly complex. And as the integration of reading studies is indispensable to successful cultivation of the field, the problem of unification assumed large importance.

The search for well-defined criteria of quality had been pursued to exhaustion in working out these five systems. Critical theory, specific book reviews, library catalogs, and other printed lists of "good" novels had all been tried and found helpful but finally indecisive. The only recourse seemed approach from a new and more objective angle—the nature of readers who choose given types of fiction. Treatment of reading data in all five studies showed that groups of people similar in sex, age, occupation, etc., tended toward similarity in general reading habits, just as Waples and Tyler's *What people want to read about*² had

² Douglas Waples and R. W. Tyler, *What people want to read about* (Chicago: American Library Association and University of Chicago Press, 1931), chap. iv.

indicated earlier with respect to reading interests. Thus it seemed likely that further analysis of fiction according to the nature of groups reading it might shed light upon the difficulty.

As has been said, a large number of reading records had been collected. The groups for which records were easily available for use in the present study are given in Table I. All data were collected between November, 1933, and January, 1935.

TABLE I
READER GROUPS PROVIDING DATA FOR PRESENT STUDY

Group	Number of Readers
Residents of South Chicago, an industrial community of fairly low economic status and social organization	6,586
Patrons of three branches of the Chicago Public Library, most from a residence-hotel and apartment neighborhood distinctly superior to South Chicago	4,333
Residents of Evanston and Winnetka, wealthy suburban neighborhoods	792
Students in the upper three years of Bowen High School in South Chicago and of Evanston High School	1,283
Patrons of the Public Library of Hinsdale, Illinois, a prosperous suburban town of 6,900 in the metropolitan area of Chicago	1,026
Residents of Morris County, New Jersey, comprising both rural and town population. No point in the county is strictly suburban to New York, though much of it lies in the metropolitan area	1,385
Total	15,285

Though this sample of readers, conspicuously urban and centered about Chicago, cannot pretend to represent American readers as a whole, it was considered sufficiently large and diverse to offer valuable material for study. This judgment was interestingly supported by discovery later that the authors most read by these readers were also most read by Canadian farmers in the Fraser Valley, British Columbia;³ by farm women in the Mississippi Valley;⁴ and by college students reporting from all

³ Unpublished data on community reading filed in the Graduate Library School of the University of Chicago.

⁴ Lucille Reynolds, "Leisure-time activities of a selected group of farm women" (unpublished dissertation, Department of Home Economics, University of Chicago, 1935).

parts of the United States.⁵ The personal characteristics of these readers were accordingly analyzed in relation to the fiction they had read.

The intention was to choose units of fiction for study which would adequately represent the whole field and would at the same time be read by groups large enough for statistical treatment. The immediate problem became the definition of such units.

Ideally, single titles might seem desirable. Most novels, however, are sufficiently individual so that few principles could be safely induced from the study of any one of them, whatever care were exercised in selecting "typical" examples. Moreover it appeared unlikely from a practical standpoint that groups of statistically reliable size would have read just those books which would serve as types. Thus the use of subject classes seemed more plausible. Large categories, such as "Mystery," "Adventure," and "Romance," however, include such a variety as to defeat one of the main ends of the study—the clarifying of qualitative distinctions. And to the choice of smaller subject divisions almost insurmountable obstacles arose. Briefly, examination of subject indexes of fiction in the various library catalogs showed that possible categories range from objective units of locality or occupation to very general aspects of psychological approach. It also showed that frequently the same novel is indexed under two, three, or even four different small headings, for the normal tale is not a single-minded affair, but touches on several phases of human interest. Hence setting up mutually exclusive categories on a small-subject basis was hopeless.

Practically, then, the only unit remaining was the single author. That this choice is not ideal can easily be demonstrated by pointing to any single author whose work is diverse in both subject and quality. A careful consideration of such internal differences, however, reveals rather less contrast in quality than one at first believes and seldom as great difference in subject matter as that between one author and another. There was,

⁵ Letter from Professor Atwood Townsend of New York University to Professor Douglas Waples of the Graduate Library School, May 22, 1934.

moreover, support for the choice in the success of a study already made of readers in New York public libraries,⁶ in which consideration of a few highly popular authors of fiction and their readers, had revealed consistent group interests. Accordingly, authors were chosen as units for study.

Since the obvious basis for selection of authors was the number of their readers, it became necessary to decide what number should be required as a minimum. Statistical authorities consider forty cases "as few as can be expected to yield good results in experimental work,"⁷ but this dictum applies to random samples, whereas groups defined by common reading of an author were often fairly homogeneous. As the reliability of group averages depends upon group range in the factors under consideration, homogeneous groups much smaller than forty may show statistical constants with extremely low probable error.

Notwithstanding the thousands of readers on record, the adoption of forty as a minimum group would have reduced qualifying authors to about eighty in number, with noticeable concentration in the fields of mystery, western tales, and happy-ending romance. As is evident from Figure 1, the number of qualifying authors increases almost geometrically as the size of the reader-group is reduced; variety in quality and subject matter also increases. It was therefore desirable to set the group minimum as low as possible.

Since there were many factors under consideration (age, education, occupation, amount and quality of reading, etc.), it was evident that variations similar in direction, however slight, would reinforce one another and gain statistical significance.⁸ After some computation, therefore, ten readers was set as a minimum, though it was recognized that for groups of less than fifteen, findings must be more suggestive than final, and markedly heterogeneous small groups were disregarded. The applica-

⁶ Douglas Waples and R. W. Tyler, unpublished study of reading in five branches of the New York Public Library.

⁷ K. J. Holzinger, *Statistical methods for students in education* (Boston: Ginn, c. 1928), p. 19.

⁸ The probability of significance increases as the square of the number of factors varying in the same direction.

tion of this criteria to the reading records on hand resulted in a list of 254 authors, ranging in quality from Edgar Rice Bur-

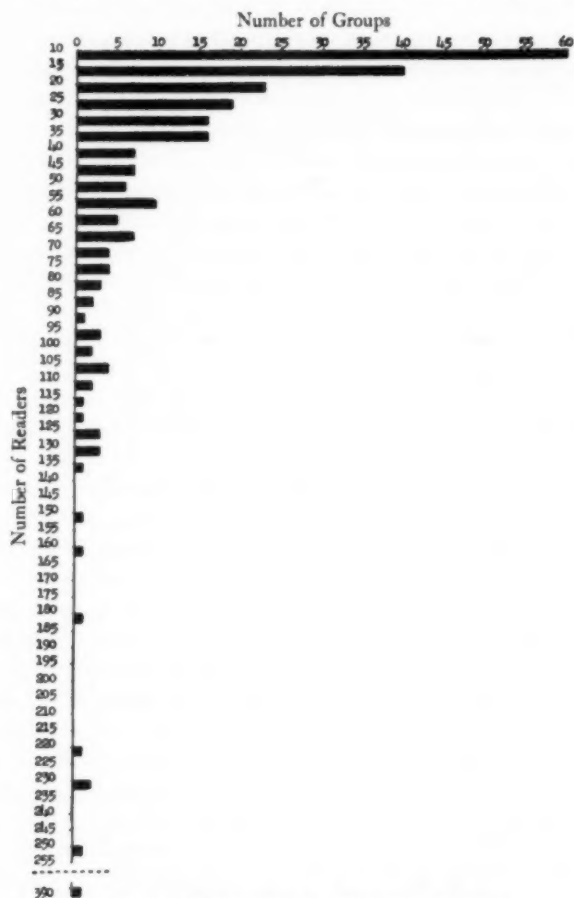


FIG. 1.—Distribution of author-groups by size

roughs to Tolstoi, and in number of readers from 395 (Zane Grey) to 10 (Ernest Poole and others). They are given in Appendix I by number of readers, with number of titles read, date of birth, sex, and nationality for each author.

TREATMENT OF DATA

With authors chosen for study, all readers of each were listed and their characteristics as a group studied. Information was available concerning their age, sex, education, occupation, reading done during a given two weeks, and source of material read. In order to facilitate comparisons between authors, the data were treated mathematically wherever possible.

For each author-group (i.e., readers of a given author) the following values were computed: mean age and interquartile range of age; mean education and range; percentage of male readers; percentage of readers in each of seven occupational classes (professional and executive, shop-keepers and salesmen, clerks and stenographers, skilled trades, unskilled labor, students, and housewives;⁹ mean number of books read in two weeks; percentage of reading which was (*a*) non-fiction, (*b*) good fiction, (*c*) inferior fiction, and (*d*) juvenile or near-juvenile fiction; and percentage of fiction by our selected authors obtained elsewhere than from the public library.

The 254 author-groups were then ranked according to their standing on each of the points above, and mean, median, and quartiles figured for each of these distributions.¹⁰ Finally, a contingency chart was constructed to show how many times each author in the selected list was read with each other author. These actual frequencies of coincidence were then compared with the expected or chance frequencies (a function of the number of readers of both authors involved) and significant pairs¹¹ were noted.

It will be interesting to stop at this point for a glance at the

⁹ Classification used in unpublished New York Public Library Study before cited. Although these classes cannot be assigned numerical values, the first five may be considered as in descending rank with regard to prerequisite training and financial returns.

¹⁰ For complete distributions see J. H. Foster, "An experiment in classifying fiction based on the characteristics of its readers," unpublished dissertation, Graduate Library School, University of Chicago, 1935.

¹¹ Those pairs were noted as significant in which the works of one author were read by readers of the other five or more times if this number constituted more than the expected frequency. These limitations were necessary because the statistically expected number was less than unity for pairs involving little-read authors and thus the necessarily whole number of actual coincidence, even if only one, became significant.

"average" reader and author—pictures constructed from the group averages with regard to all characteristics studied. The "general" reader is probably feminine (66 chances in a hundred); she is twenty-three and a half years old, has had three years in high school, and reads about three books a fortnight, two of them by authors in our list. Not quite once a month she reads a book of non-fiction (probably biography); about once a month she reads a "good" novel, but five books in seven are lighter fiction. She gets four-fifths of her reading from the public library. Similarly, the "typical" author is one who is read by forty-three persons in a fortnight—persons whose age averages twenty-three, whose education comes to about three years of high school (10.76 grades), and whose reading speed is three books in two weeks. Thirty-five per cent of his readers are male; nearly 50 per cent are students; 21 per cent are housewives, 6.3 per cent are engaged in the professions; 2.3 per cent are store-owners or salesmen; 5.2 per cent are clerks and stenographers; 5 per cent are in the skilled trades; and 4.9 per cent in unskilled labor. One-seventh of the reading of these forty-three people is non-fiction, one-seventh good fiction, and the rest poorer fiction, of which about one-sixth is juvenile or adolescent in level. Needless to say, no single actual author fulfils all these conditions.

Another point of interest appearing in connection with the authors chosen for study is their relation to the total number from which they were selected. This number was established by sampling of the total fiction files available, which gave us 1,940 writers, with a reader-total of 18,035. For our list the reader-total was 10,900. In comparison with all recorded fiction reading, then, our selected portion shows the following relations: The 254 most-read authors constitute 13 per cent of all authors read, and their readers 60.5 per cent of all fiction readers. The mean number of readers per author for our group is $\frac{10,900}{254}$ or 43; the mean number for the whole fiction count is $\frac{18,035}{1,940}$ or 9.3; and for the remainder outside our group $\frac{7,135}{1,686}$ or 4.23. Thus our study is directed toward only those authors who were read by more than the average number of readers.

READERS' RELATION TO AUTHOR READ

Any discussion of writers in terms of their readers assumes that individual differences in reading depend more upon the readers' personal characteristics than on other factors—an assumption which needs close scrutiny. Other influences which indubitably affect choice of reading are availability and external pressure.

Of availability no accurate measure was possible in the present study. That prolific authors have in general more readers than others is evident from the correspondence between number of readers per author and number of titles by that author actually read,¹² the latter being the only measure at hand of titles available. But the most prolific writers produce novels at their present rate because they are sure of sales, and these are a reflection of readers' choice. Thus number of titles per author becomes a progression indissolubly bound up with readers' tastes.

Titles actually read and volumes potentially available, however, are not the same; even though estimates of the latter must be very inaccurate, they are necessary. In accordance with the Chicago Public Library's present policy of reducing holdings in inferior fiction, worn copies of many authors in the lower quality levels are not replaced, and inspection of both shelf-list and shelves in early 1935 showed more volumes of McFee, May Sinclair, Sackville-West, Peterkin, Anatole France, Hemingway, Rose Macaulay, and Atherton—all in the lowest quarter of our list with respect to number of readers—than of Edgar Wallace, Carolyn Wells, Pedler, G. L. Hill, Curwood, Fletcher, Raine, Rohmer, or Seltzer from our most-read quarter. Public-library policy may be slightly less exacting elsewhere, but it is known to be more so at least in Evanston and Winnetka. It is probably safe to say that library availability bears little relation to the proportion of readers for writers in the lower levels of quality.

On availability from sources other than the public library there was even less check. An estimate of the stock of bookstores and rental libraries in each local community, even if possible, would have been an unjustified effort, for only about 20

¹² Correlation of 0.68.

per cent of all reading reported was obtained outside the library, and all the facilities of New York and Chicago were open to a good share of our readers, at least in theory. Non-library sources supplied most noticeably (1) the newest good fiction (Hervey Allen, Samuel Rogers, James Hilton); (2) the "classics" (George Eliot, Defoe, Dickens); (3) authors who might be considered dubious from the viewpoint of the conservative reader (James Joyce, Tiffany Thayer, Thorne Smith); and the oldest or poorest lighter material not much stocked by libraries (Edgar Rice Burroughs, Elinor Glyn). Tables from the general South Chicago Study showed that the first two types of books come from bookstores, rental, and home libraries; the last two from home and friends. A slight inverse ratio between the percentage of good fiction read and the percentage of reading obtained from the library¹³ indicates, as might be expected, that readers of the higher economic and social levels avail themselves more freely of outside facilities with expenditure attached, while others depend on the library for their reading matter, going without if what they want is not at hand rather than trying the better material waiting on the shelves.

External pressure may be counted as from roughly three sources: friends, publicity, and the schools. The first amounts to little more than a special case of availability. In general the taste of one's friends does not differ sharply from one's own, and books are seldom borrowed or lent without real interest on the reader's part. Advertising, including book jackets and sales display, gives current titles somewhat more than their intrinsic charm but seldom misleads a reader as to the general quality and subject-type of a novel, and it offers free choice among known authors. The insidious effect of publicity lies in the prestige value to the better class of reader of immediate acquaintance with the books of the moment. Even if it be prompted by an honest desire to subject a new author to personal appraisal, this "pressure" reading blunts the edges of distinction between readers of current authors varying widely in both subject and quality, as James Hilton, Samuel Rogers, and Lloyd Douglas.

¹³ Correlation of -0.245 .

Consequently, a certain reservation is necessary in judging the newer authors, especially those of a single title, by the characteristics of their readers.

That students are regularly required to read fiction of a quality and maturity not native to their own tastes would present an insurmountable difficulty, since they constitute 49 per cent of all our readers, but for the fact that they are also the heaviest readers and devour a large proportion of books which are patently independent of class requirements. Had the data in hand been collected expressly for the present study, required student reading might have been segregated. Since circumstances precluded this, the only solution was to make some allowance in the interpretation of age and type-of-reading averages for those author-groups with a large percentage of students and a visible discrepancy between the students and the rest of the group (e.g., Willa Cather, Zona Gale, Edith Wharton).

To a large extent it was found possible to detect pressure reading by a count of readers per title. Among the 254 authors, whose mean number of readers per title was six, those in Table II, and only those, had more than twice that number.

These authors are obviously of two classes—the very recent and the stock reading list for high-school students. *Alcott*, *Clemens*, and *Lewis Carroll* may be independent favorites, but the general level of juvenile reading in the South Chicago Study suggests some slight external pressure even in their cases; *Defoe*, *Brontë*, and *Stowe* are certainly “required.”

In view of the immense concentration shown above upon titles of the moment, it is interesting to discover that in the case of old favorites recency of publication has nothing to do with popularity. By way of making sure that the principle did not act on a diminishing scale for all novels, the four most-read contemporary writers with many titles—*Zane Grey*, *Kathleen Norris*, *Booth Tarkington*, and *Temple Bailey*—were made the subject of an experimental correlation between number of readers per title and date of publication of the title. There proved to be exactly as many readers for volumes published fifteen or

twenty years ago as for those appearing within the past three years.¹⁴

Granting availability and external pressure their share of influence, there still remain variations in choice of fiction authors to be explained by differences in readers. No claim is made that

TABLE II
AUTHORS WITH MOST READERS PER TITLE

Author	Number of Readers per Title
Alcott, L. M.	33*
Allen, Hervey	180
Asch, Shalom	38
Barnes, M. A.	29*
Beith, Janet	26
Brontë, Charlotte	12
Buck, Pearl	18*
Carroll, G. H.	22
Carroll, L.	12*
Clemens, S. L.	22*
Defoe, Daniel	12
Douglas, Lloyd	18*
Fallada, Hans	15
Hobart, A. T.	51
Joyce, James	14
Miller, Carolyn	29
Morgan, Charles	22
Rogers, James	12
Stowe, H. B.	21
Young, Stark	14

* Indicates more than one title read.

the personal characteristics utilized in this study are the only or even the most important ones in determining that choice. More subjective traits, which psychologists yearly become more skillful in measuring, would undoubtedly correspond more closely to the subtle differences between one author and another and lead to closer and more accurate classification of authors through

¹⁴ Correlation between number of readers per title and date of publication per title was -0.139 ± 0.06 .

their readers. It is to be hoped that in time studies will be made on the basis of such traits, supporting such brilliant psychological analyses as those by Mr. Edmund Wilson and M. Janko Lavrin.¹⁵

The present problem, however, was to discover constant relations between the known characteristics of readers and those of authors they read, especially the generally recognized quality and subject-types of the latter. In the establishment of these relations there has been some unavoidable tentative arguing in circles, but the end has been a fairly stable equilibrium. For example, on the basis of critical theory, certain reader-traits were assumed to have a natural relation to quality of fiction read. The only check for the assumption was comparison of author-groups' ratings in those respects with the author's literary standing. Where discrepancies appeared, every effort was made to detect influences affecting readers' free choice of the author. If none seemed adequate, the author's literary rating was tentatively called in question pending comparison with his score on other traits, singly and in combination.

Some of the differences among readers are more general than others and therefore determine large rather than specific choice of authors. One such is sex. Whatever may be its more subtle effects in combination with other factors, it is obvious that in general readers prefer fiction authors of their own sex, particularly male readers. Because only 33.5 per cent of the total reading was done by men, there is less than the apparent significance in the fact that no authors are without women readers, while ten have not a single male reader. That only one woman stands among the first sixty-four authors with respect to percentage of male readers is a fact of more importance. Women authors in the list number ninety-four and comprise 37 per cent of the total, so that twenty-four of them should have stood in that first fourth, had chance alone operated. Of the lowest fourth, with least men readers, forty-seven feminine authors make 73 per cent, or only twice the normal proportion, and among the last

¹⁵ Edmund Wilson, *Axel's castle* (New York: Scribners, 1931); Janko Lavrin, *Studies in European literature* (London: Constable, 1929).

ten with no male readers there are three male authors. Women readers, then, show less tendency than their brothers to avoid writers of the opposite sex. There is, of course, an evident enough psychological reason: a good many men novelists are more intuitive and less aggressively masculine than the average of their sex, and so have more in common with women readers, while women novelists do not show intermediate tendencies to the same extent. In the matter of *number* of readers there seems to be no discrimination between the sexes; women authors were divided with absolute regularity among the four quarters of the size-of-group distribution.

Nationality is a characteristic with influence equally general. Of our 254 authors 58 per cent are American, 35 per cent British (including Canadian), and 7 per cent continental; readers of the American authors constitute 64 per cent, of the British authors, 31 per cent, and of the others, 4.3 per cent in the total reader-count. This same preference for writers of one's own nationality appears also in comparing our most-read authors (the upper quarter by number of readers) with the corresponding group from the Fraser Valley list previously mentioned. Of our first sixty-four, forty-one are Americans, twenty-three British; of their first sixty-one, thirty-eight are British or Canadian, twenty-three American.

More specific influence of nationality upon reading choice was evident in the cases of Reymont, Sienkiewicz, and Blasco-Ibañez, all of whom were read more in South Chicago than elsewhere, and by readers of lower educational and intellectual level than the quality of their writings would lead one to expect. Large Polish and Mexican groups in that neighborhood offer the explanation. Reymont's case is particularly interesting, for the quality of his work is very high and his narrative realistic and untinged with adventure, whereas the census tract from which his readers come shows a lower economic and social status than any other in the South Chicago Study. Reymont's readers are well above the general intellectual level of the tract, to be sure, but still considerably below those of Balzac or Feuchtwanger,

read elsewhere, whom they might be expected to equal or outrank.

Another interesting relation between author and readers appears in the ages of the most-read authors. Inspection of Appendix I will show that their birth-dates range from 1661 to 1902, but that there are few representatives near these extremes. For the purpose of making real rather than merely formal divisions, those born earlier than 1840 and later than 1890 were first singled out; that is, groups of which there are respectively none left living, and practically none yet deceased. The former were without exception authors of "classics," and it is not surprising, therefore, to find them read largely by students. Of the twenty-seven names in this group, twenty-one have more than 70 per cent student readers and four others more than 50 per cent. Tolstoi and Balzac alone are more frequently read by adults. The readers of this group, moreover, are fairly numerous.

The other end of the list presents a sharp contrast. Of the six who admit birth-dates since 1900, none have enough readers to enter the first quarter in the size-of-group list, and none but Tiffany Thayer attract any attention from students. The same is true of four or five others giving no date of birth who probably belong with them. It is perhaps not surprising that writers of thirty-five years or less have neither produced enough titles nor enjoyed publicity for a long enough time to reach the "general reader." It seems more strange to find but twenty-eight authors in the list born in the nineties, and none of them, either, among the most heavily read. (Five or six with no dates given probably also belong in this group, and share the same general characteristics.) These are people in their early forties, with notable work in print, who already seem to the cult of literary initiates slightly "dated." There is, however, a not too far-fetched explanation. They are the war generation and almost all realists, whether the realism be stern, flippant, or slightly cynical. The romantic flavor is conspicuous by its absence.

The intermediate years, 1840-90, were divided but once, at 1875, in an effort to separate the real contemporaries—people still writing, and of the temper of most mature adults—from

those who really constitute the grandparents of the present generation; that is, people over sixty, whose chief work is already done and whose youth passed with the turn of the century. Eighteen writers for whom date of birth is unknown make accurate comparison impossible, but dividing them equally between the two groups, a procedure not unfair to judge from their biographies in *Who's who*, the earlier group holds eighty-six authors and the later ninety-four. The balance of reader-group size is slightly in favor of the former, the balance of quality slightly with the latter. Without forcing undue significance from the picture, it can still be said to show fairly clearly the cultural lag common to all social phenomena. The best writers are always more advanced than their times in their thinking; they are not read at all generally until they become, safely in the past, curriculum material for their great-grandchildren. "General readers" prefer those authors who never thought dangerously and whose viewpoint is either their own or in the majority of cases that of their parents or grandparents.

RELATION OF FINDINGS TO CONVENTIONAL FICTION CLASSIFICATION

While authors' relations to readers as described above were intensely interesting in themselves, there still remained the problem of interpreting them in terms of quality and of subject-types, for these are after all the aspects of fiction which interest librarians and students of literature, and which underlie all attempts at classification. An effort was made, therefore, to outline generally accepted quality and subject divisions and to test their relative soundness as evidenced by the homogeneity of their readers' characteristics.

The compilation of a quality scale was necessarily a subjective process, the limitations of which have already been implied. Selective lists of novels, some hundreds of specific book reviews, and perhaps fifty volumes of current critical theory were examined,¹⁶ and those standards of excellence chosen which seemed

¹⁶ See Foster, *op. cit.*, chap. ii and Bibliography.

most generally accepted. A decade's experience in teaching literature contributed background for the selection.

In any practical qualitative scale, of course, classes must be few enough so that distinctions are not too finely drawn, and still be narrow enough that the difference between best and worst within each class works the least possible injustice on the former. Since this study included novels bordering on trash, six levels were considered feasible.

At the top stand writers who satisfy in some degree all requirements generally cited for greatness in literature: truth to human character and experience, gravity and breadth of theme, a freshness of insight which adds to the sum of human understanding, detachment without loss of emotional intensity, and beauty of expression. The class is small, and will tend to include more authors whose quality has stood the test of time than immediate contemporaries whose ultimate value it is so nearly impossible to judge (Hardy, Conrad, Anatole France).

Second will stand those writers whose understanding and expression is admirable, but who have less that is new to offer (Galsworthy); or who do not wholly succeed in balancing emotional and rational tendencies (e.g., Charlotte Brontë on the emotional and Rose Macaulay on the intellectual side); or those whose understanding does not extend to a wide range of human personality (Rosamond Lehmann); or such contemporaries as win immediate reputation but upon whose subject matter one can get no definite perspective (Charles Morgan).

In the third class fall those writers, still good, who through devotion to an abstract idea, a romantic conception, or merely a good yarn, take liberties with truth to life (H. G. Wells, Barrie, G. B. Stern); also those whose style leaves something to desire though their content may be of a higher level (Dreiser). Fourth stand the writers of most "best-sellers," that is, of stories good enough to enjoy critical mention, but of slight literary weight (Deepling, B. S. Aldrich, Ferber). Their difficulty is either limited insight or triteness of material, and their manner of writing lacks distinction. Fifth are those spinners of yarns emotional or hair-raising who show ingenuity of plot, some cleverness in

touching off *dramatis personae*, and occasional flashes of insight, but little truth to life and a plethora of wishful thinking (Kathleen Norris, Harold Bindloss, H. W. Morrow, Berta Ruck). At the end of the list one finds the type of wholesale sentimentality, sensationalism, or moralizing which is serialized in newspapers or cheaper magazines and circulated by the poorer drug-store rental libraries—stories in which there is little but plot; in which experience is distorted, the characters are hardly more than labeled costumes or attitudes, and the writing is careless or full of affectation (E. R. Burroughs, *et al.*).

The difficulty in applying such a scale of quality lies in the adoption of authors as units. Practically all writers vary in quality; the prolific especially are likely to fall below the standard of the novels upon which their reputation is generally based. The only recourse, for the purposes of this study, has been to judge a writer on the titles which were actually read (H. K. Webster on his detective stories more than on *The great adventure* or *Joseph Greer*; Kathleen Norris on her lighter output rather than on *Julie Page*).

For subject divisions of fiction there are three sources—classified catalogs or bibliographies, subject indexes in such library tools as fiction catalogs and the *Book review digest*, and literary studies of the technique of fiction. Tools of the first two sorts for the most part employ minute headings and distribute an inclusive list of novels among them; those of the third consider a few general types of subject and cite a limited number of examples. Both methods of treatment proved suggestive in dealing with the present problem.

From several of the most inclusive indexes (those in the *Standard catalog: Fiction section*,¹⁷ Baker's *Guide to the best fiction*,¹⁸ and the *Book review digest*¹⁹) a complete subject list of nearly four hundred items was compiled. This was sifted to

¹⁷ *Standard catalog for public libraries: Fiction section*, 2d ed. rev. (New York: H. W. Wilson, 1931).

¹⁸ E. A. Baker, *Guide to the best fiction* (London: Routledge, 1913).

¹⁹ *Book review digest*: 17th, 22d, 27th, 29th annual cumulations (1921, 1928, 1931, 1933), subject indexes.

eliminate too minute or overlapping divisions, sorted into related groups, and organized under such broad terms as constituted main headings, many of them taken from the list though not so used there. Attention was centered on covering the whole field of fiction and providing categories broad enough to accommodate not titles, as do the indexes, but authors, classed by their main subject tendencies.

The result was an outline with eighteen subject classes which had appeared consistently in all indexes and were felt to be of approximately parallel importance, grouped under seven large headings. As given here no smaller subjects from the indexes appear, but none of them is without its logical place in the scheme.

I. *Plot stories*

Novels characterized by action and suspense, subjective features and setting subordinate

1. Detective and mystery: not to include ghost and horror tales with "atmosphere" predominant (Van Dine, Sax Rohmer)
2. Adventure: western, sea, aviation, war, etc. Action more direct and violent than picturesque and romanticized (Zane Grey, L. Nason)
3. Romance: heroic and romantic action, including that in historical setting when the latter is stage property rather than history

II. *Love and happy-ending stories*

Novels with emphasis on emotional interest, but not psychological or analytic in treatment

4. Love stories: including both every-day settings (K. Norris) and romantic or exotic settings (F. Barclay, B. Ruck)
5. Cheerful stories: pleasant and comparatively light, without tragedy or intense emotional crises. Some border on humor (T. B. Aldrich, A. D. Miller)

III. *Humorous and satiric stories*

Novels comparatively scant in emotional or romantic appeal, including "sophisticated novels," i.e., those consciously without illusion, lightly ironic

6. Humorous (O. R. Cohen, Clemens)
7. Satiric and sophisticated (A. France, M. Arlen)

IV. *Supernatural stories*

Ghost and horror tales, psychic phenomena, occult sciences, insanity, dual personality, fantasy

8. Uncanny tales; primary purpose to inspire horror (Poe, B. Stoker)
9. Fantasy; the unexplained (R. Nathan, C. Morley; J. Stephens, D. Garnett)

V. *Problem novels*

Novels in which argument or abstract idea is discernible in greater or less degree. Not to include all novels showing consciousness of serious issues, as those of Galsworthy

10. Philosophical issues: religious, ethical, personal adjustment (D. C. Fisher, R. H. Benson)
11. Political and economic issues (U. Sinclair, H. Fallada)
12. Social issues (H. G. Wells, H. Gibbs)

VI. *Character and psychological studies*

Novels chiefly interested in development and interrelation of human personalities

13. Character: growth or change of one or more characters, presented with comparative objectivity (Thackeray, S. Lewis)
14. Family chronicles: development of a family over more than one generation (Galsworthy, De la Roche)
15. Psychological: highly subjective treatment of group relations (A. D. Sedgwick, M. Sinclair) and autobiographic or stream-of-consciousness portrayal of individuals (V. Woolf, R. Lehmann)

VII. *Stories involving special groups or backgrounds*

Novels conditioned by the nationality, occupation, race, locality, or period of the characters involved

16. Groups: includes occupational groups (Rolvaag, Reymont); special nationalities or races (La Farge, Buck); and animals treated as persons (Terhune, Salten)
17. Setting: geographical district, "local color"; also metropolitan, small town, or rural life and school stories (L. J. Miln, Stribling)
18. Historical novels: showing with comparative fidelity the period in which laid and written as much from interest in history as in plot (H. Quick, T. Wilder)

The 254 authors under consideration were now distributed among the quality levels and subject classes and entered upon a table showing both distributions simultaneously (Table III). Their assignment to a given position was based on first-hand acquaintance with nearly all titles read, on opinions solicited at every opportunity from students of literature and librarians, and on wide examination of reviews and fiction indexes. Nevertheless, it is expected that no single person will agree with the placing of all authors on the list. Such individual difference of opinion is inevitable. There is evident, however, one general weakness perhaps inherent in any scheme imposing rigid division upon intangible elements—that is, writers who fall into a given quality level by comparison with others in the same sub-

ject class are not wholly on a par with writers assigned to the same level in a class of greater dignity, and yet neither are they sufficiently variant to warrant a different quality level. Despite this limitation, as a tool for testing author relations to reader characteristics the chart was felt to be workable.

As was suspected when subject classes were outlined, certain of them well enough populated in fiction indexes were so sparsely represented by authors in our list that if the latter happened also to have few readers, the reader-total became unreliable for class comparisons. Poe, for example, stood alone in the "Uncanny" group, and was accordingly moved into "Detective and Mystery," the only member of the class above the third quality level. His readers, however, being few, young, and mostly students, did not much affect the average of this class.

The three authors under "Fantasy"—Morley, Nathan, and Lewis Carroll—were tentatively transferred to the "Satiric" class, though separate counts were kept for them and compared with others in the group. Considering the strong tinge of satire in all three men, less violence was done to the principle of the classification than had Elinor Wylie, James Stephens, or Sylvia Townsend Warner been involved. From examination of the few readers of these latter authors and certain others in our files, it seemed likely that the two classes ought not to be permanently amalgamated.

The final difficulty arose with the three authors under "Social Issues," all of whom had very few readers. Logically a combination with "Political and Economic Issues" was sound, but the age difference between the two reader-groups was considerable, "Social Issues" interesting a decidedly younger group. Similarity on other scores made combination possible for purposes of this study, but not permanently advisable. The final working distribution of fifteen subject classes appears in Table III.

RELATION OF READERS' CHARACTERISTICS TO QUALITY

Readers' personal characteristics were tested for relation to author's quality by averaging the standings of authors in each of the six quality levels and comparing the group values for each

TABLE III

DISTRIBUTION OF AUTHORS ACCORDING TO SUBJECT CLASSES AND QUALITY LEVELS

SUBJECT CLASS	QUALITY LEVEL					
	1	2	3	4	5	6
1. Detective	Adams Eberhart Freeman Keeler Lincoln, N. S. Packard Rohmer Vance Wells, C. Wentworth	Biggers Christie Fletcher Oppenheim Plum Wallace, E. Austin, A.	Collins Doyle Le Blanc Rinehart Stewart Van Dine Webster, H. K. Phillipotts		Poe	
2. Adventure	Bower Beach Burroughs Connor Cullum Hendryx Knibbs Raine Seltzer	Ames Bindloss Gregory Grey Haggard Marshall Morrow Mulford Spearman Kyne	Davis Dumas Garstin Komroff London Nason Verne White	Buchan Kipling McFee Nordhoff and Hall	Defoe Masefield Stevenson	Melville
3. Romance	Chambers Curwood McCutcheon McGrath Hope-Hawkins Wright Fox	Farnol McCarthy Parrish, R. Wren Burnett, F. H. Sabatini	Ford Locke Major	Allen Blackmore Byrne		
4. Love	Barclay Dell Reed Porter, G. S. Hill-Lutz Prouty Pedler Loring Oemler	Norris, K. Bailey Baldwin Richmond Ruck Widdemer	King Deeping Hurst Ferber	Barrie	Brontë	
5. Cheerful	Porter, E. H. Hueston Montgomery Rice	Webster, J. Miller, A. D. Wiggin Train	Lincoln, J. C. Hannay Rosman Alcott Arnim	Aldrich, T. B. Priestley Henry, O. Tarkington		
6. Humorous	Cohen, O. R.	Smith, T.	Stockton Wodehouse		Clemens	
7. Satiric	Kelland Roche Chamberlain	Thayer Arlen	De la Pasture	Erskine Parrish, A. Morley Nathan	Macaulay Carroll, L.	France
8. Character		Brush Fairbank Corbett Burnett, W. R.	Stone Ashton Baum Thompson Young, F. B. Carroll, G. H. DeLand	Bromfield Dickens Dreiser Baltac Lewis Glasgow Beith Gale	Bennett Eliot Hugo Hemingway Remarque Maugham	Maupassant Thackeray Austen, J.

TABLE III—Continued

SUBJECT CLASS	QUALITY LEVEL					
	1	2	3	4	5	6
9. Family		Aldrich, B. S.	Barnes Bentley Kennedy Suckow Jameson	Stern De la Roche Dane Walpole	Galworthy Undset Lagerlöf	
10. Psychological		Glaspell Wilson	Hull Ostenso Bottome Young, E. H.	Milne, A. A. Swinnerton Hergesheimer Poole Sinclair, M. Ertz	Sedgwick Rogers Wharton Lehmann Sackville- West	Joyce Conrad Woolf
11. Philosophical Problems	Burnham Martin	Douglas Benson	Gibbs, P.	Fisher, D. C. Hilton	Morgan Hawthorne Blasco- Ibañez	Tolstoi Hardy
12. Social and Po- litical Problems	Dixon	Stowe	Norris, C. Sinclair, U.	Gibbs, A. H. Wells, H. G. Norris, F.	Fallada Feuchtwanger	
13. Special Groups	Terhune	Jackson, H. H.		Peterkin LaFarge Asch	Reymont Buck	
14. Setting		James Eggleston	Burke Stribling Miln, L. J. Crawford	Hobart Kaye-Smith Heyward	Cather Hudson Young, S. Rolvaag	
15. Historical	Hough Wallace, L.	Wister Page Bacheller	Atherton Beck Johnston Roberts Churchill	Miller, C. Boyd Cooper	Wilder Sienkiewicz Scott	

characteristic. The results appear in Tables V-VIII. The first point of interest is the proportion of all reading which falls in

TABLE IV
SIZE OF QUALITY GROUPS

Size of Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Number of authors.	49	50	61	48	36	10
Average size of author-group.	37.8	55.0	41.5	42.9	39.8	26.8
Number of readers in level.	1,854	2,752	2,532	2,060	1,433	268
Percentage of total readers.	17.0	25.2	23.2	18.9	13.1	2.5

each level (Table IV). These percentages suggest a normal distribution from which, in cutting off authors with less than ten recorded readers, we removed a part from Level 6 and an entire

corresponding group at the lower end of the scale. This suggestion was supported by inspection of the residual fiction files.

TABLE V
QUALITY VERSUS PERSONAL CHARACTERISTICS OF READERS

Characteristics	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Age.....	23.6	23.0	26.3	27.3	27.4	25.7
Semi-interquartile-range age.....	5.7	5.4	6.8	6.9	7.2	4.5
Education.....	10.4	10.6	11.1	11.8	12.0	12.5
Semi-interquartile-range education.....	1.42	1.30	1.47	1.53	1.53	1.40

TABLE VI
QUALITY VERSUS PERCENTAGE OF READERS IN GIVEN OCCUPATIONS

Occupations	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	All Levels
Professional.....	4.4	5.3	8.0	10.5	8.9	9.4	6.3
Shopkeepers and salesmen.....	2.1	2.3	2.8	3.0	2.3	3.5	2.3
Skilled trades.....	7.6	5.4	4.5	4.7	3.1	4.7	5.0
Unskilled labor.....	7.3	5.1	5.1	3.3	3.3	3.4	4.9
Stenographers and clerks.....	5.7	6.0	5.5	5.3	6.5	5.4	5.2
Students.....	46.0	51.8	39.5	37.2	46.0	47.1	49.5
Housewives.....	20.3	16.7	29.0	32.0	25.3	18.0	21.0
Male readers.....	35.5	36.5	28.5	26.3	31.2	31.9	33.5

TABLE VII
QUALITY VERSUS PERCENTAGES OF OTHER READING DONE

Other Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Non-fiction.....	10.7	11.9	15.8	22.6	24.8	31.6
Good fiction.....	8.8	11.5	17.2	22.8	28.4	35.4
Poorer fiction.....	79.9	76.1	66.0	54.5	46.7	32.9
Adolescent fiction.....	11.6	12.6	8.6	8.2	4.7	4.2
Number of books read.....	3.25	3.18	3.00	3.13	3.07	3.03
Percentage non-library sources....	14.7	13.8	14.0	22.0	27.1	35.5

Dostoevsky, Flaubert, Unamuno, Thomas Mann, Sterne, Katherine Mansfield, Norman Douglas, and Henry James were all on record with from two to nine readers each. There were also a large number of titles of the quality of Level I and lower,

the sort of material found in cheap drug-store rental collections: *Mardi-Gras madness*, *Boy crazy*, *Exira girl*, *Scarlet pansy*, written over such flamboyant pen-names as "June Jennifer," and all put out by one or two publishing houses without established reputation. To be sure there were also authors in the intermediate quality levels with less than ten readers, but their reader-groups would merely have raised the mode and not appreciably altered the figure of the distribution. While it is dangerous to generalize from no better knowledge of our curve, it is tempting to see in it an approximation to the normal distribution of intelligence.

Inspection of the other tables (V, VI, VII) shows that some characteristics or attainments are much more closely related to quality than others. Literary excellence, implying as it does both dignity of subject and artistry of expression, demands maturity and in general some aesthetic training for its appreciation. Thus one would expect age and education of readers to rise in direct proportion to quality of reading. This proved true, and the progression was smooth with the exception of Level 5, which fell lower than Level 4 on this and several other counts. Examination of the personnel of the two groups showed that Level 5 contained among its thirty-six authors nine of those most read by students, while Level 4 had but three—Barrie, Cooper, and Kipling—among its forty-eight. Also in Level 6 Melville was found to be very much below all the upper-level values in most of his averages. Consequently, for all factors which showed any connection with quality, new means were figured for Levels 5 and 6, omitting Melville from the latter and from the former the five most "juvenile" authors, i.e., those whose readers' averages were lower than Level 3 in age, education, and other reading.²⁰ These deleted authors were not added to the quality levels appropriate to their averages thus reckoned by reader characteristics, but merely removed temporarily from consideration in adult fiction.

Because readers' ranges in age and education had appeared on first inspection of reading data to bear some relation to choice of

²⁰ L. Carroll, Clemens, Defoe, Poe, Stevenson.

reading, these two values were compared to quality. Range of age showed a positive relation. Persons capable of appreciating the best are found in all age levels, while inferior material attracts more homogeneous groups because of its more personal appeal. Students are always concentrated within a fairly narrow age-range, of course, but the more advanced who read fiction of the highest quality show more variety in age than do those in lower educational levels. Therefore, though the percentage of student readers in Level 6 was high, they were of a maturity and diversity not to vitiate the range relationship.

Range of education does not appear from Table V to have much bearing on quality, but upon inspection of the total distribution²¹ the reason was seen to lie in a double and compensating relation: authors of the highest quality appear at both ends of the education-range list but not in the middle. That is, the authors in Levels 5 and 6 are divided into those whose readers vary widely in education, and those whose student-readers make their range narrow. Thus it is just as with age, voluntary readers of the best appreciate it regardless of amount of education; but student concentration naturally shows more sharply here than in the age distribution.

Occupational variations with respect to quality were interestingly irregular. Since no author-groups were removed from these averages, the large number of students in the highest level reduced the percentage of other occupations in that group. No occupational count increased regularly with quality, but by comparing the six groups divided into halves or thirds, definite tendencies could be detected.

Readers of the professional rank showed the sharpest increase with quality, for the years of training required would give the professions weight in any scale where age and education were significant. The shop-owning and salesman class showed the same tendency, though with less marked increase in the upper two levels.

Both skilled trades and unskilled labor showed larger percentages of readers in the lower than in the higher levels, with

²¹ See Foster, *op. cit.*, Appendix VI.

the balance of quality in favor of the skilled workers. The failure of both group-percentages to diminish as the others did at Level 6 possibly indicates freedom from the prestige influence operating on books of the moment, most of which fall in Levels 3-5 and swell them with economically higher readers. That is, when these workers read very good material, they do so because they want to and not because it is expected of them. These two groups have the highest percentage of male readers, and the total distribution of men, like these, is weighted at both ends and light in the middle levels.

Housewives show a tendency opposite to the preceding groups, reading much more heavily in the middle quality-levels. Strictly speaking, these married women, making up a fifth of all readers, are not so much a homogeneous group as a cross-section of the female population. Thus their relation to the male readers is doubly interesting. The inverse variation parallels that observed by educators between the general intelligence of the two sexes. Women students prove slightly more intelligent on the average, but men show greater extremes of intelligence. Added to the sex difference in the case of the housewives, or perhaps a function of it, is the certain influence of pressure-reading. All those authors of the moment who were detected by number of readers per title as having high prestige value stand at the top of the list in percentage of housewife readers. Interestingly enough, readers belonging to the professional group appear less susceptible to fashionable pressure, the same authors standing lower in their percentage list. Since they are 67 per cent male, this fact emphasizes the likelihood that susceptibility to fashion in reading is a predominantly feminine trait.

Students showed in an exaggerated degree the same tendency as male readers; the largest proportion is found in the lowest and highest levels. In their case the reasons are probably different, however. Reading in the upper levels is almost certainly connected with class requirement, though the higher the level the more consistently is all their reading good. Heavy reading in the low levels results in part from the fact that all near-juvenile books are located there. This does not mean that all adolescent

books are intrinsically bad, but that their immaturity debars them from high position in an adult quality-scale. They were retained in the study from the beginning because many of them are widely read by adults, and it was felt that this fact would help to characterize other fiction read by the same readers.

Clerks and stenographers showed perhaps the least obvious distribution of the lot. They are divided equally between the three upper and the three lower levels, but show slight weighting in 1 and 2, 5 and 6, and lightness in 3 and 4, thus suggesting the student and male pattern. They are the only group to read more in Level 5 than any other and to show a second mode at Level 2. In this respect they run parallel to the distribution of near-juvenile reading and to no other. Inasmuch as they include more unmarried readers than any other group except students and are the youngest with the same exception, it is interesting to speculate upon possible significance here, since they are free of the school pressure which urges adult reading on the student group. They are also divided about equally between the two sexes.

If any generalizations can be made from occupational percentages in the various quality levels, the most likely of them seems that known sex and inferred educational and economic status account for most of the variation in reading quality. If occupation as such has influence on reading, the nature of that influence will appear in the study of subject classes.

Sources of reading showed the inverse ratio between quality and percentage of material obtained from the public library which was mentioned and in part explained in the discussion of external pressures. The fact that removal of authors with many student readers from Level 5 increased the weight of the public library as a source suggests that some of these deleted works came from school libraries, which were not included in our public-library count. On the supposition that books of the moment particularly increase non-library percentage, one would expect the heaviest non-library values for Levels 4 and 5 rather than for Level 6. But the presence of James Joyce, evidently not widely stocked by public libraries (the only title read was *Ulys-*

ses), accounts for the group's high figure. Eighty-six per cent of Joyce's readers secured his works from sources other than the public library. Without him, the Level 6 percentage would be 28 per cent, like that of Level 5.

Speed of reading is a point of particular interest in view of the general belief that the most rapid readers are "good" readers. According to our figures the honors lie with the other camp, Level I showing a 5 per cent lead over any other. With the relative values falling as erratically as they do, however, it is unsafe to predicate much if any connection between quality and number of books read. One certainly emerged in the course of removing student readers from the upper two groups: required reading is done slowly and (no doubt) laboriously. Level 5's

TABLE VIII

CORRELATION OF TYPES OF READING MATTER READ
WITH EACH AUTHOR

Good fiction with inferior fiction.....	$r = -.776 \pm .016$
Non-fiction with inferior fiction.....	$r = -.765 \pm .017$
Good fiction with non-fiction.....	$r = -.406 \pm .035$

average rose from 2.96 to 3.07 books in two weeks and Level 6's from 2.97 to 3.03 with the deletion of the six student-read authors named above.

The final factor measured against quality was other reading done by the readers of each author. That the percentage of good fiction should be directly, and of both inferior and near-juvenile fiction inversely, proportional to quality was not surprising, considering that all three classifications were based on a common scale of literary value. The direct relation of non-fiction was also expected, since librarians accord it superiority. But that the gradations should be so regular and so marked strengthens our confidence in our value scale, removing the suspicion that the subjectivity necessary in its construction might have made it unsound.

The relations among fiction, non-fiction, and inferior fiction in concomitant reading were particularly interesting in view of recurrent discussion as to the relative merits of the first two.

Their respective ratios to percentage of poor fiction were worked out and were found to be of course inverse, and almost identical in value. They also stood in inverse ratio to each other. This triple relation, expressed specifically in the following correlations, cannot be illustrated in a two-dimensional chart, but is approximately indicated in Figure 2.

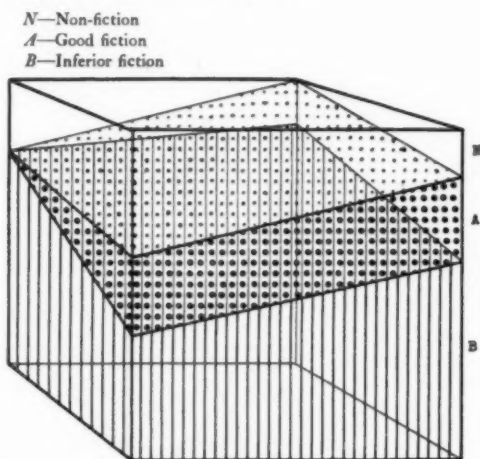


FIG. 2.—Inverse ratios among percentages of three types of reading. Diagram suggestive only, not mathematically accurate.

READERS' CHARACTERISTICS AND SUBJECT CLASSES

As with respect to quality, the comparative size of subject classes is of interest (Table IX). Adventure outranks every other class by 50 per cent in number of readers and by 20 per cent in number of authors. Detective and love stories stand next, and other than these only cheerful stories, romance, and character studies are above the average (726 readers). The character class stands second in number of authors. Social and political problems interest by far the smallest number, having 20 per cent fewer readers than the class next in size, humor.

The adventure class is lowest in mean age of readers (20.6) and also in the range of age to which it appeals, and it is second

TABLE IX
SIZE OF SUBJECT CLASSES

Size	Detective	Adventure	Romance	Love	Cheerful	Humorous	Satiric	Character	Family	Psychological	Philosophical Problems	Social and Political Problems	Special Groups	Setting	Historical
Number of authors.	26	35	19	21	17	5	13	28	13	20	12	9	7	13	16
Average group.	51.5	57.1	43.8	65.0	58.9	52.0	21.1	33.3	46.8	23.6	31.5	21.9	39.4	32.9	32.4
Number of readers. . .	1,340	2,001	833	1,367	1,001	260	275	933	609	472	378	197	276	428	519
Percentage of total.	12.29	18.35	7.64	12.54	9.18	2.38	2.52	8.56	5.58	4.33	3.46	1.81	2.53	3.92	4.76
•Index.	1.84	2.75	1.14	1.88	1.37	0.35	0.38	1.28	0.84	0.65	0.52	0.27	0.38	0.59	0.71

* Number of readers divided by average (726).

lowest in education (Table X). Cheerful stories occupy the lowest place in the education list; humor and love stories show the smallest range in education among their readers. Detective story readers make a more mature showing, standing sixth from the bottom in education and seventh in age, and one rank lower in the respective readers' ranges.

The most mature reader groups are those interested in family chronicles and psychological novels, though character studies, satire, all the problem novels, and stories with special setting have readers averaging more than twenty-five years of age. The same groups show high education averages in very nearly the same order. Interesting enough, among these better subject classes the readers in social and political problems are the youngest and least advanced in formal education. Widest age-range is found among readers of family, psychological, and philosophical novels and stories of special setting.

The types of other reading done by readers of each class follow in general the pattern one would expect from age and education averages and the distribution of student readers given below, but not entirely (Table XI). Notably, detective stories and romance are the diet of readers who, though neither the youngest nor least educated, show least interest in good reading. It will be seen later, also, that these classes do not attract any large percentage of readers belonging to the professional group. This fact is of interest in view of the opinion current among both librarians and laymen that college professors and business executives are among the heaviest mystery readers. To be sure they read detective stories, but not to the extent that several other groups do. Their reputation resembles that of Dr. Johnson's famous performing dog: "The wonder is that they do it at all." Adventure, cheerful, and love stories are but little better than mystery with respect to their readers' literary taste. Family chronicles make the best showing, with character studies second, and stories of special groups third, all three outranking psychological novels, which stand higher on other quality counts. Problem novels and stories of setting also rank fairly well.

TABLE X
SUBJECT CLASSES AND PERSONAL CHARACTERISTICS OF READERS

	Detective	Adventure	Romance	Love	Cheerful	Humorous	Satiric	Character	Family	Psychological	Philosophical	Social and Political Problems	Social Groups	Setting	Historical
Age.....	24.7	20.6	23.1	24.0	21.4	22.8	26.4	26.2	31.0	20.8	27.2	26.9	24.2	26.9	23.8
S.Q.R.* age.....	5.5	4.7	5.2	6.5	5.3	4.9	6.1	6.7	9.5	8.3	7.2	5.7	5.6	7.0	4.8
Education.....	10.8	10.2	10.5	10.7	9.8	11.0	11.5	11.8	12.6	12.0	11.6	11.4	11.5	11.6	10.7
S.Q.R.* ed.....	1.3	1.3	1.4	1.2	1.3	1.1	1.5	1.5	1.5	1.7	1.6	1.6	1.5	1.5	1.3

* Semi-interquartile range.

TABLE XI
SUBJECT CLASSES VERSUS TYPES OF OTHER READING DONE*

	Detective	Adventure	Romance	Love	Cheerful	Humorous	Satiric	Character	Family	Psychological	Philosophical Problems	Social and Political Problems	Special Groups	Setting	Historical
Non-fiction readers.....	.76	.96	.89	.75	.71	1.25	1.07	1.45	1.54	1.49	1.50	1.87	1.80	1.44	1.53
Good fiction.....	.70	.73	.73	.98	.93	.89	1.57	1.81	2.25	1.74	1.65	1.18	1.46	1.69	1.06
Poorer fiction.....	1.10	1.06	1.08	1.04	1.04	.97	.99	.72	.64	.75	.77	.79	.75	.77	.88
Adolescent fiction.....	.61	1.17	1.18	.74	2.16	1.08	.72	.42	.24	.35	.59	.71	1.13	.60	.88
Number of books read.....	3.2	3.0	3.2	3.1	3.0	3.0	3.2	3.2	3.0	3.3	3.1	3.0	3.1	2.9	2.8
Percentage non-library sources.....	.47	.72	.82	.75	.71	1.43	1.22	1.25	1.13	.95	1.19	.94	1.33	.98	1.05

* Percentage in each class divided by average per cent.

Non-fiction is most read by people interested in social and political problems, and next by those interested in special groups. No other classes approach these within 15 or 16 per cent. Family chronicles, and historical, psychological, and philosophical novels are read along with non-fiction most often after these two; cheerful, love, and detective stories least often.

Good fiction is most enjoyed by readers of the large character group, especially family chronicles; next by readers of philosophical problems and special setting stories. It is least often read with detective stories, adventure, and romance.

Adolescent and juvenile fiction is most read with cheerful stories, romance, adventure, and special groups. (Terhune and H. H. Jackson are responsible for this last class-average.) It is least read with family, psychological, and philosophical novels, and detective stories.

Reading speed is highest in classes at what might be called opposite ends of the class list: psychological novels, character studies and satire, and romance and detective stories. Historical novels and stories of special setting are read by least rapid readers—or probably read least rapidly as a class.²² The source distribution shows that the public library supplies more than the average proportion of novels in the lower classes, especially detective stories, but on the other hand it also furnishes the greater proportion of psychological novels, social- and political-problem stories, and stories of setting. The greatest number of humorous stories, special-group stories, character studies, and satiric tales, in that order, come from sources other than the public library.

SUBJECT CLASSES AND SEX AND OCCUPATIONAL GROUPS

Occupational groups showed only sporadically more relation to subject classes than sex, age, and education would account for. Student reading runs fairly parallel to the distribution of adolescent reading already mentioned. Students read most heavily in cheerful stories, adventure and romance, and historical novels. They are least interested in family chronicles, psy-

²² Influence of student required reading.

TABLE XII
SUBJECT CLASSES VERSUS READERS OF GIVEN SEX AND OCCUPATIONS*

	Detective	Adventure	Romance	Love	Cheerful	Humorous	Satiric	Character	Family	Psychological	Philosophical	Social and Political Problems	Social Groups	Setting	Historical
Professional.....	.90	.73	.92	.51	.58	.76	1.57	1.44	1.74	1.90	1.62	1.30	1.01	2.49	1.09
Shopkeepers and salesmen.....	1.39	.69	.69	.87	.56	1.65	1.39	1.35	1.56	1.52	1.04	2.87	.39	.61	1.04
Skilled trades.....	1.48	1.52	1.22	.54	.70	1.74	1.78	.84	.90	.66	.84	1.10	.70	.44	.58
Unskilled labor.....	1.35	1.32	.92	1.26	.79	1.45	.94	.73	.67	.83	1.02	.87	.69	.71	.81
Stenographers and clerks.....	1.00	.81	.88	1.07	.79	1.90	1.46	1.21	1.25	1.52	1.78	.79	1.36	.92	.90
Students.....	.89	1.17	1.12	.92	1.24	.92	.66	.75	.44	.48	.69	.74	.92	.81	1.11
Housewives.....	.96	.56	.80	1.34	.86	.65	1.31	1.46	2.07	1.75	1.41	1.50	1.26	1.19	.94
Male readers.....	1.22	1.74	1.10	.37	.55	1.34	.86	.72	.55	.61	.62	.92	.78	.80	1.25

* Percentage reading in each class divided by average per cent.

chology, and satire, subjects appealing most strongly to the mature. Detective stories stand in the middle of their list.

Housewives' interest in novels of family life is among the outstanding preferences in the list; more than twice the average percentage of married women read these stories.²³ This very high score cannot be taken as entirely dependent on the nature of the subject-class, however, for all but two of the writers in the class are women, and several titles are recent enough to give their authors additional prestige value. Housewives are also extremely interested in psychological studies and in social and political problems, classes of novels where outside influences are less potent. Their interest in the last-named class is particularly significant inasmuch as it contains no women authors. Character studies and philosophical problems stand next in housewives' interest. They care least for adventure and humor, little for romance and cheerful stories, and only slightly more than students for detective stories. More than the average number read novels of special setting and groups, and the younger read love stories.

Indeed, one of the surprising facts to emerge from the subject study is that a larger proportion of housewives read love stories than of any other reader-group. There is a current notion that high-school girls and other unmarried young women are the chief consumers of this type of story, and the general South Chicago figures show that "confession" magazines do circulate mainly among young single women in that locality. There is a possible explanation for our present figures, however. The novels classed as love stories make up the majority of serials in women's magazines, and while such reading was reported as magazine reading, and only separate book material recorded among our novels, it may be that intellectually indifferent women know only such authors as their periodicals introduce them to, and go to other sources for more of their work. Strictly speaking, the distinction between love stories and those classed in the character group, moreover, is in part one of quality rather than wholly one of kind. What gives the character

²³ See Table XII.

group its superiority is greater honesty, attention to more elements of experience than the obvious emotional adjustment between two individuals, and above all a certain externality which prevents complete identification of the reader with the personality of the heroine.²⁴

Male readers present the expected contrast to housewives. They read most heavily in adventure, historical novels, and humor, with detective stories and romance following. They are pointedly uninterested in love stories and comparatively so in cheerful tales and family chronicles. No more than the average number read about social and political problems—at least not in fiction. It is plain that between men and women readers the outstanding difference is one of objectivity. Men like stories involving physical action and external clash of personalities, detective stories, in which the problem is relatively intellectual and impersonal; and romance and historical novels, which are more often than not of the adventure type. Of the four they care least for the most emotional, romance. General problems they attack directly in non-fiction, whereas women apparently approach them largely through the medium of the novel; women also show greater preference for the philosophical type of fiction, which deals more with individual adjustment than do social and political novels. It is tempting to make a point of the inverse sex interest between humor and satire, men preferring the direct laugh and women the more subtle irony; but the preponderance of women writers in our satiric group and their absence from the humorous one clouds the issue. Of course it is obvious, however, that women readers prefer writers of their own sex quite as much from community of interests as from pure sex loyalty.

²⁴ The literature of escape is distinguished by the author's identification of himself with his hero or heroine, which leads to the same identification in the reader. "The continued success of my books may lie in the fact that I write them primarily to please myself. . . . It was my custom as a child, and in fact has been all my life, to day dream romantic stories filled with action and adventure. Many of my written stories are based on these. What suggested them I do not know." Quoted anonymously by Q. D. Leavis, *Fiction and the reading public* (London: Chatto, 1932), p. 53, from a statement by an author of "best-sellers." "The form of self-indulgence specified here," comments Miss Leavis, "accounts for the immense success of novels like *The way of an eagle*, *The sheik*, *The blue lagoon*, a more detrimental diet than the detective story in so far as a habit of fantasy-spinning will lead to maladjustment in actual life."

The more strictly occupational groups need but brief comment. Readers in the professional group concentrate on subject-classes of better quality, their chief interest being in novels of special setting (notably those of Stribling). More than the average number read the social and political novels, but these still stand seventh in their interest. Love and cheerful stories stand last.

Shop-owners and salesmen show the highest interest listed (index value 2.87) in social and political problems—largely in the works of Frank Norris—and this preference seems the only clear case of correspondence between occupation and reading interest. Outside this their interests are mixed: humor, psychological novels, family chronicles, satire, detective stories. Their indifference is likewise inconsistent: cheerful stories, and novels of special groups and settings.

Readers in the skilled trades prefer humor and satire to other classes, with adventure and detective stories close seconds. The only other subject-class to gain more than the average number of readers among them is social and political problems. They care least for love stories and historical novels.

Unskilled labor as recorded in the South Chicago study is 79 per cent male, but the addition of a good many women in domestic service elsewhere accounts for the prominence of love stories in the interest of this group. Humor and detective stories are even more popular, however, and philosophical problems only slightly less so. No other subjects have more than the average number of readers among them, and novels dealing with special groups and family chronicles have least. In the latter connection it is interesting to note that the percentage married among these readers is fairly low.

Clerks and stenographers present a mixed picture, exhibiting the greatest enthusiasm of any group for humor and for philosophical problems. Satire, psychology, and stories involving special groups also interest them, as do character and love stories to an almost equal extent. Social and political problems and cheerful stories do not.

CLASS-WITH-CLASS RELATIONS

One fact which emerges from all these class comparisons is that certain of the classes behave more like discrete units than others. Some, that is, show fairly consistent variations in all factors, along with basic differences from other classes which seem explicable. Others show basic resemblances to each other, and differences either inexplicable or due to pressure reading, which confuses rather than clarifies class distinctions. These latter either are real classes differing in ways which can be detected only by finer and more subjective tests than those at our command, or they are not real units. Efforts were made to discover which was the case.

Since there was not, as with the quality groups, any consecutive logical order for subject-classes on the basis of the factors studied, no test by gradations of value was possible. The only check upon their soundness was the relative frequency with which classes were read together. It seemed reasonable to suppose that if a subject-class is distinctive and has high interest value for a given group of readers, they will read more *in* it than outside it. Therefore if the class is read more often with itself than with others, its chances of integrity are excellent.

Accordingly the expected frequency of reader-coincidence was figured from the contingency chart mentioned earlier for all paired combinations of the fifteen classes, the actual frequency divided by this number, and the pairs rated by the results.²⁵ There were possible, of course, but fifteen combinations of class with same class, and 105 combinations between different classes. Fourteen of the fifteen same-class pairs fell within the forty-five most frequent of these 120 combinations, an indication that on the whole the groups were sound. The average ratio of actual to expected frequency for same-class pairs was 1.44; for different class pairs, 1.04.

Certain of the group relations need comment. The family-chronicle class may be read oftenest with itself because these stories come out ordinarily in two or three volumes, so that to

²⁵ See Foster, *op. cit.*, Table VIII, p. 112, for the distribution of class pairs.

read more than one of them in a fortnight is not a true case of either author or class repetition. Thus this class probably ought to stand at about half its present frequency-value. That romance should stand as low as thirteenth among the same-group pairs was also surprising, for from an abstract viewpoint this seemed one of the most distinctive divisions. It was read most often with historical novels, however, and next most frequently with adventure. Now, the essential distinction between romance and adventure as the two were here conceived is merely a more exotic setting and a greater emotionalism for romance. Thus the latter is read by both men and women (especially girls too young to be interested in more real emotional situations), and hence the concomitant reading pattern of romance readers will be diverse. Moreover it is possible that certain of the more emotional adventure writers really belong in romance, though they were classified in the former because of their realistic western settings. Undoubtedly the reason for Zane Grey's outranking any other writer is his combination of robust physical violence with a heavy charge of romantic sentiment—it cannot be called real emotion—which gives him an appeal to both masculine and feminine readers. It is still believed, however, that "costume" romance is a class distinct from other adventure.

Humor also, all evidence to the contrary notwithstanding (it ranks 116 in the list of 120 pairs), is abstractly a distinct subject. Thus it became evident that there is a difference between even the most clear-cut logical class and one which attracts consistent reader-groups. The latter sort was the object of our present search.

As the group combinations were further examined, it appeared that with the exception of family chronicles the same-class pairs read oftenest together were all among those classes with low quality value, while the better classes from a literary standpoint were read less often with themselves than with other similar groups of high quality. For example, novels in the character-study class were read with psychological novels, with family chronicles, with philosophical-problem novels, and with spe-

cial group and setting stories oftener than with other character studies.

This impression was further borne out by examination of author-with-author lists²⁶ set up on the same principle as the class pairs above. In the list of authors from the same class read together often enough for significance there were almost no pairs (4 in 82) from above Class 5. Among the significant pairs from different classes the highest third of the list mainly involved members from the better classes. To be sure, the number of readers per author partially determined whether a pair appeared in either of these lists,²⁷ and there were doubtless pairs of too small numerical value for inclusion which would have changed the proportion between the high and low classes somewhat. But inspection of the whole contingency chart supported in general the present figures.

As a final check the authors of greatest popularity, indicated by the proportion of persons reading more than one of their works per fortnight, were listed and examined.²⁸ They were found to come almost entirely from the classes of lower quality. It seems probable, then, that these classes—notably detective, adventure, love, and cheerful stories—are sounder as classes than those above them. Confusion in classification is most evident in those groups divided fairly equally among several quality levels—humor, satire, philosophical-problem novels, stories of special groups, and historical novels. In all these cases there was more difference between high and low levels of the same class than between the average of one class and another.

Some scheme seemed indicated wherein subject-classes would be confined to fewer quality levels, so that certain subjects should be tantamount to better or worse reading. The only source of help was further examination of all other reading done by author groups, whether it was mathematically significant or not.

²⁶ *Ibid.*, Table IX, p. 119, for author pairs.

²⁷ See note 11.

²⁸ See Foster, *op. cit.*, Table X, p. 123.

The paired-author list mentioned above included only the two-hundred-odd pairs read by five or more readers, but the chart from which it was drawn showed all possible two-author combinations. Out of 64,416 possible pairs (the square of the number of authors, 254), about one-fourth were actually read together, the majority by only one person. Nevertheless, in some cases all these different combinations with a given author made a consistent pattern. Naturally a detailed discussion of the other-reading patterns for all authors cannot be given here, but it may be said that this is one of the most fruitful sources of light upon subject relations, and if sufficient reading records are ever accumulated to allow mathematical analysis of high-quality author combinations as well as those involving the more widely read, results should be richly significant to students of literature, librarianship, and psychology of personality.

One of the simplest examples of possible class revision as a result of studying concomitant reading patterns is the case of historical novels. As at present set up, this class shows two, possibly three, distinct reader-patterns. Hough and Lew Wallace were read only with adventure and the more active type of romance. Churchill, Page, Wister, and Bacheller were read in varying degrees with romance, with each other, and with some better material, notably novels of setting. Cooper, Scott, Boyd, and Sienkiewicz showed typical student patterns, being read in part with required classics, partly with raw adventure. The rest were read, also in varying degrees, with the high-quality classes; Beck and Atherton with character studies; Wilder with an esoteric selection; and Carolyn Miller and Kenneth Roberts with Hervey Allen, Pearl Buck, and Janet Beith—like themselves authors of the moment. All the last-named five of the historical group were read also with a scattering from novels of special groups and special settings. Thus a redistribution of this group would have been simple: a handful to romance, two to character, and Wilder, Miller, Roberts, and Sienkiewicz to the special-settings class, since the historical class seemed to have no real individuality connected with history. In support

of this last assumption it may be said that inspection of non-fiction reading showed more history read in combination with H. G. Wells, Tarkington, half a dozen adventure writers, and the student-required list, than with any one of the present historical novel group except Bacheller.

Such discoveries as this constituted a strong temptation to remold the entire subject classification. Adequate testing of any new arrangement, however, would require time and effort comparable to that already spent on the study, an undertaking to date impracticable and in some respects one of dubious wisdom. For one thing, the form of available reading data precluded discard of student required reading, and no other method of controlling it promised satisfaction. Since the low-quality authors in better subject-classes and the good writers in adventure and mystery were read almost entirely by young students, the isolation of a new class, "adolescent reading," was considered, which would have embraced most of the present cheerful class also. This arrangement, however, with data in its present form, would have included several writers—Melville, Masefield, Brontë—to whom its low quality-index was patently unfair. The discard of all readers under twenty-one was also considered, but this would have sacrificed what is really a significant age-group in the study, adolescents being the heaviest of all readers. Any practical revision, then, was left for future undertaking.

RECOMMENDATIONS AND CONCLUSION

When work can be carried further, however, the following suggestions are offered with considerable confidence of their success. Detective, adventure, and love may stand as now organized; romance will be enlarged to include certain of the lower quality writers in the present historical class; the present cheerful class will be relabeled "Adolescent reading," and such writers as Priestley, Arnim, Rosman, Hannay, and J. C. Lincoln removed from it to more appropriate locations; humor and satire will be incorporated together, with the better satiric writers and Clemens taken care of as described later. The remaining upper

subject-classes would need more general recasting: (1) The more objective authors, as those who write of special groups of people or special settings, would be incorporated with the more external observers of character; certain of the family chronicle writers would fall here also, notably Undset. (2) Social, political, and economic problems would be widened to include all writers whose work suggests propaganda of any sort. (3) Another class, possibly to be called "Philosophical," would hold those writers with a special theme or interpretation of life, including those now in the upper levels of philosophical problems and such others as Eliot, G. Z. Stone, and the satirists implying criticism of society (France, Clemens). (4) A last psychological class would include those writers dealing with subjective analysis of character. Thus subject-classes would be reduced to a total of ten, increasing the likelihood that distinctions would not be too delicate for measurement by such personal characteristics of readers as library records now include.

Nothing can indicate more clearly than the preceding paragraph that the present study is a beginning rather than a final word. The whole of it will tell practicing librarians little about either fiction or their clients' reading behavior of which they were not already instinctively certain. It is offered merely with two hopes: that it may suggest a possible method of entering objectively that field of literary opinion which has for so long supported the philosophic conflict of literary tastes, and that it may lead to further discoveries as to why people read what they do. For the choice of reading, in subject-classes particularly, lies near to that problem so fascinating and so blind to all who teach literature or purvey books. The present effort looks toward a time when it will be possible to say, "Tell me what you read and I will tell you what you are."

APPENDIX I

AUTHORS CHOSEN AS UNITS FOR STUDY

Authors	Number of Readers	Number of Titles Read	Author's Sex	Author's Nationality*	Author's Dates
1. Grey, Zane	385	45	M	A	1872—
2. Norris, Kathleen	251	39	F	A	1880—
3. Tarkington, Booth	233	28	M	A	1869—
4. Alcott, Louisa May	232	28	F	A	1832-88
5. Rinehart, Mary Roberts	222	33	F	A	1876—
6. Allen, Hervey	180	1	M	A	1889—
7. Dickens, Charles	162	18	M	B	1812-70
8. Bailey, Temple	151	15	F	A	n.d.—
9. Clemens, Samuel L.	136	6	M	A	1835-1910
10. Ferber, Edna	134	15	F	A	1887—
11. Wallace, Edgar	133	44	M	B	1875-1932
12. London, Jack	133	26	M	A	1876-1916
13. Curwood, James Oliver	127	30	M	A	1878-1927
14. Cather, Willa	127	12	F	A	1875—
15. Oppenheim, E. Phillips	126	48	M	B	1866—
16. Richmond, Grace S.	121	23	F	A	1866—
17. Barnes, Margaret Ayer	118	4	F	A	1886—
18. Stevenson, Robert Louis	113	13	M	B	1850-94
19. Lewis, Sinclair	111	10	M	A	1885—
20. Kyne, Peter B.	107	20	M	A	1880—
21. Galsworthy, John	107	22	M	B	1867-1933
22. Porter, Gene Stratton	106	12	F	A	1868-1924
23. Buck, Pearl S.	106	6	F	A	1892—
24. Deeping, Warwick	104	15	M	B	1877—
25. Dumas, Alexandre	100	16	M	O	1802-70
26. Fletcher, Joseph S.	97	35	M	B	1863—
27. Raine, William McLeod	97	30	M	A	1871—
28. Sabatini, Rafael	96	23	M	B	1875—
29. Lincoln, Joseph C.	91	29	M	A	1870—
30. Van Dine, S. S.	89	12	M	A	1888—
31. Dell, Ethel M.	86	20	F	B	n.d.—
32. Walpole, Hugh	83	21	M	B	1884—
33. Mulford, Clarence	82	23	M	A	1883—
34. Wodehouse, P. G.	80	25	M	B	1881—
35. Fisher, Dorothy Canfield	77	13	F	A	1879—
36. Bower, Bertha Muzzey	77	34	F	A	1875—
37. Wells, Carolyn	75	28	F	A	n.d.—
38. Kipling, Rudyard	75	19	M	B	1865-1936
39. De la Roche, Mazo	74	9	F	B	1885—
40. Eliot, George	73	7	F	B	1819-80
41. Conrad, Joseph	73	24	M	B	1857-1924
42. Hill, Grace Livingstone (Lutz)	72	25	F	A	1865—
43. Terhune, Albert Payson	69	17	M	A	1872—
44. Doyle, A. Conan	69	15	M	B	1859-1930
45. Biggers, Earl Derr	67	10	M	A	1884-1933

* A = American; B = English or Canadian; O = Others.

APPENDIX I—Continued

Authors	Number of Readers	Number of Titles Read	Author's Sex	Author's Nationality*	Author's Dates
46. Scott, Sir Walter	66	12	M	B	1771-1832
47. Rohmer, Sax	66	11	M	B	1883—
48. Wharton, Edith	65	21	F	A	1862—
49. Hough, Emerson	65	12	M	A	1857-1923
50. Verne, Jules	64	8	M	O	1828-1905
51. Montgomery, Lucy Maude	64	11	F	B	1874—
52. Farnol, Jeffrey	64	17	M	B	1878—
53. Cooper, James Fennimore	63	7	M	A	1789-1851
54. Porter, Eleanor H.	61	11	F	A	1868-1920
55. Maugham, Somerset	59	13	M	B	1874—
56. Gregory, Jackson	59	15	M	A	1882—
57. Burnett, Frances Hodgson	59	10	F	A	1849-1924
58. Beach, Rex	58	19	M	A	1877—
59. Seltzer, Charles Alden	57	21	M	A	1875—
60. Ostenso, Martha	57	7	F	A	1900—
61. Morrow, Honoré Willsie	57	18	F	A	n.d.—
62. Aldrich, Bess Streeter	57	6	F	A	1881—
63. Pedler, Margaret	56	12	F	A	n.d.—
64. Bromfield, Louis	55	10	M	A	1896—
65. Henry, O. (Sidney Porter)	54	19	M	A	1862-1910
66. Morley, Christopher	53	8	M	A	1890—
67. Douglas, Lloyd	53	3	M	A	1877—
68. Deland, Margaret	52	10	F	A	1857—
69. Hobart, Alice T.	51	1	F	A	1882—
70. Christie, Agatha	50	16	F	B	n.d.—
71. Webster, Jean	48	7	F	A	1876-1916
72. White, Stewart Edward	47	15	M	A	1873—
73. Wells, Herbert George	47	22	M	B	1866—
74. Ruck, Berta	47	15	F	B	n.d.—
75. Gibbs, Philip	46	13	M	B	1877—
76. Churchill, Winston	45	7	M	A	1871—
77. Nordhoff, Charles	44	5	M	A	1887—
78. Miln, Louise Jordan	44	15	F	B	1864—
79. Barrie, Sir James	44	5	M	B	1860—
80. Connor, Ralph	43	33	M	B	1860—
81. Wren, P. C.	41	7	M	B	n.d.—
82. Webster, Henry Kitchell	41	14	M	A	1875-1932
83. Hawthorne, Nathaniel	41	8	M	A	1804-64
84. Tolstoi, Leo	40	7	M	O	1828-1910
85. Lincoln, Natalie Sumner	39	10	F	A	1881—
86. Fox, John, Jr.	39	6	M	A	1862-1919
87. Burroughs, Edgar Rice	39	20	M	B	1875—
88. Austen, Jane	39	5	F	B	1775-1817
89. Hurst, Fannie	38	11	F	A	1889—
90. Bentley, Phyllis	38	4	F	B	1894—
91. Asch, Shalom	38	1	M	A	1880—

APPENDIX I—Continued

Authors	Number of Readers	Number of Titles Read	Author's Sex	Author's Nationality	Author's Dates
92. Widdemer, Margaret.....	37	12	F	A	n.d.—
93. Parrish, Anne.....	37	6	F	A	1888—
94. Masefield, John.....	37	9	M	B	1878—
95. James, Will.....	37	5	M	A	1892—
96. Freeman, R. Austin.....	36	14	M	B	1862—
97. Ertz, Susan.....	36	7	F	B	n.d.—
98. Bennett, Arnold.....	36	19	M	B	1867-1931
99. De la Pasture, E. M. (De lafield)...	35	10	F	B	1890—
100. Wister, Owen.....	34	5	M	A	1860—
101. Undset, Sigrid.....	34	12	F	O	1882—
102. McCutcheon, George Barr.....	34	11	M	A	1866-1928
103. Bacheller, Irving.....	34	9	M	A	1859—
104. Norris, Charles.....	33	6	M	A	1881—
105. Hendryx, James B.....	33	10	M	A	1880—
106. Wiggins, Kate Douglas.....	32	4	F	A	1856-1923
107. Keeler, Harry Stephen.....	32	9	M	A	1894—
108. Kaye-Smith, Sheila.....	32	10	F	B	n.d.—
109. Johnston, Mary.....	32	9	F	A	1870—
110. Hergesheimer, Joseph.....	32	10	M	A	1880—
111. Rice, Alice Hegan.....	31	9	F	A	1870—
112. Poe, Edgar Allan.....	31	5	M	A	1809-49
113. Beck, Lily Adams (E. Barrington).....	31	8	F	B	n.d.-1931
114. Bindloss, Harold.....	30	19	M	B	1866—
115. Miller, Carolyn.....	29	1	F	A	n.d.—
116. Glasgow, Ellen.....	28	8	F	A	1874—
117. Priestley, John Boynton.....	27	8	M	B	1894—
118. Hudson, William Henry.....	27	4	M	B	1841-1922
119. Wright, Harold Bell.....	26	11	M	A	1872—
120. Spearman, Frank.....	26	8	M	A	1859—
121. Jackson, Helen Hunt.....	26	2	F	A	1831-85
122. Hugo, Victor.....	26	5	M	O	1802-85
123. Beith, Janet.....	26	1	F	B	n.d.—
124. Wallace, Lew.....	25	3	M	A	1827-1905
125. Train, Arthur Cheney.....	25	10	M	A	1875—
126. Stribling, Thomas S.....	25	6	M	A	1881—
127. Stern, Gladys Bronwyn.....	25	10	F	B	1890—
128. Sedgwick, Anne Douglas.....	25	8	F	B	1873—
129. Marshall, Edison.....	25	11	M	A	1894—
130. Gale, Zona.....	25	5	F	A	1874—
131. Davis, Richard Harding.....	25	14	M	A	1864-1916
132. Thackeray, William Makepeace.....	24	5	M	B	1811-63
133. Sienkiewicz, Henrik.....	24	5	M	O	1846-1916
134. Phillpotts, Eden.....	24	7	M	B	1862—
135. Carroll, Lewis.....	24	2	M	B	1832-98
136. Miller, Alice Duer.....	23	8	F	A	1874—
137. Brontë, Charlotte.....	23	2	F	B	1816-55

APPENDIX I—Continued

Authors	Number of Readers	Number of Titles Read	Author's Sex	Author's Nationality*	Author's Dates
138. Boyd, James.....	23	3	M	A	1888—
139. Ames, Joseph Bushnell.....	23	9	M	A	1878-1928
140. Morgan, Charles.....	22	1	M	B	1894—
141. Lagerlöf, Selma.....	22	11	F	O	1858—
142. Hardy, Thomas.....	22	9	M	B	1840-1928
143. Haggard, Sir H. Ryder.....	22	8	M	B	1856-1925
144. Feuchtwanger, Lion.....	22	5	M	O	1884—
145. Chambers, Robert W.....	22	15	M	A	1865-1933
146. Carroll, Gladys Hasty.....	22	1	F	A	1904—
147. Stowe, Harriet Beecher.....	21	1	F	A	1811-96
148. McGrath, Harold.....	21	10	M	A	1871-1932
149. Locke, William J.....	21	10	M	B	1863-1930
150. Erskine, John.....	21	6	M	A	1879—
151. Rolvaag, O. E.....	20	5	M	A	1876-1931
152. Nason, Leonard.....	20	7	M	A	1895—
153. Dreiser, Theodore.....	20	7	M	A	1871—
154. Byrne, Donn.....	20	8	M	A	1889-1928
155. Aldrich, Thomas Bailey.....	20	3	M	A	1836-1907
156. Melville, Herman.....	19	2	M	A	1819-91
157. Martin, Helen R.....	19	8	F	A	1868—
158. Hilton, James.....	19	13	M	B	1900—
159. Gibbs, A. Hamilton.....	19	5	M	B	1888—
160. Eggleston, Edward.....	19	3	M	A	1837-1902
161. Corbett, Elizabeth.....	19	2	F	A	1887—
162. Cohen, Octavus Roy.....	19	11	M	A	1891—
163. Suckow, Ruth.....	18	6	F	A	1892—
164. Rosman, Alice Grant.....	18	6	F	B	n.d.—
165. Oemler, Marie Conway.....	18	7	F	A	1879-1932
166. Komroff, Manuel.....	18	3	M	O	1890—
167. Ford, Paul Leicester.....	18	2	M	A	1865-1902
168. Eberhart, Mignon.....	18	6	F	A	1899—
169. Stewart, Alfred W. (A. W. Con- nington).....	17	5	M	B	1880—
170. Remarque, Erich M.....	17	3	M	O	1897—
171. Plum, Mary.....	17	3	F	A	n.d.—
172. Knibbs, Harry.....	17	6	M	A	1874—
173. Baldwin, Faith.....	17	5	F	A	1893—
174. Arnim, Mary von ("Elizabeth").....	17	6	F	B	1866—
175. Young, Francis Brett.....	16	8	M	B	1884—
176. Wentworth, Patricia.....	16	6	F	B	n.d.—
177. Swinnerton, Frank.....	16	7	M	B	1884—
178. Sackville-West, Victoria.....	16	5	F	B	1892—
179. Prouty, Olive Higgins.....	16	4	F	A	1882—
180. Milne, A. A.....	16	4	M	B	1882—
181. Major, Charles.....	16	4	M	A	1856-1913
182. Buchan, John.....	16	6	M	B	1875—

APPENDIX I—Continued

Authors	Number of Readers	Number of Titles Read	Author's Sex	Author's Nationality*	Author's Dates
183. Ashton, Helen.....	16	5	F	B	1891—
184. Sinclair, Upton.....	15	5	M	A	1878—
185. Sinclair, May.....	15	9	F	B	n.d.—
186. Reymont, W. S.....	15	4	M	O	1868-1925
187. Reed, Myrtle.....	15	6	F	A	1874-1911
188. Parrish, Randall.....	15	6	M	A	1858-1923
189. Macaulay, Rose.....	15	7	F	B	n.d.—
190. Loring, Emilie.....	15	7	F	A	n.d.—
191. Le Blanc, Maurice.....	15	4	M	O	1864—
192. Fallada, Hans (Ditzen).....	15	1	M	O	1893—
193. Fairbank, Janet Ayer.....	15	5	F	A	n.d.—
194. Burnham, Clara Louise.....	15	8	F	A	1854-1927
195. Barclay, Florence.....	15	3	F	B	1862-1921
196. Young, Stark.....	14	1	M	A	1881—
197. Thompson, Sylvia.....	14	5	F	B	1902—
198. Thayer, Tiffany.....	14	7	M	A	1902—
199. Stone, Grace Zaring.....	14	3	F	A	1896—
200. Smith, Thorne.....	14	5	M	A	1893-1934
201. Roche, Arthur Somers.....	14	5	M	A	1883—
202. Packard, Frank.....	14	4	M	B	1877—
203. Kelland, C. B.....	14	5	M	A	1881—
204. Joyce, James.....	14	5	M	B	1882—
205. Hannay, J. O.....	14	8	M	B	1865—
206. France, Anatole.....	14	8	M	O	1844-1924
207. Dixon, Thomas.....	14	5	M	A	1864—
208. Cullum, Ridgwell.....	14	6	M	A	1867—
209. Young, Emily Hilda.....	13	5	F	B	1880—
210. Vance, Louis Joseph.....	13	5	M	A	1879—
211. Roberts, Kenneth.....	13	4	M	A	1885—
212. Lehmann, Rosamond.....	13	3	F	B	n.d.—
213. Hull, Helen R.....	13	4	F	A	n.d.—
214. Hemingway, Ernest.....	13	6	M	A	1898—
215. Glaspell, Susan.....	13	4	F	A	1882—
216. Garstin, Crosbie.....	13	3	M	B	1887-1930
217. Brush, Katherine.....	13	5	F	A	1902—
218. Blasco-Ibañez, Vicente.....	13	7	M	O	1867-1928
219. Balzac, Honoré.....	13	11	M	O	1799-1850
220. Atherton, Gertrude.....	13	9	F	A	1857—
221. Arlen, Michael.....	13	3	M	B	1895—
222. Wilder, Thornton.....	12	3	M	A	1897—
223. Rogers, Samuel.....	12	1	M	A	1894—
224. Peterkin, Julia.....	12	4	F	A	1880—
225. Maupassant, Guy de.....	12	5	M	O	1850-93
226. McFee, William.....	12	7	M	B	1881—
227. McCarthy, Justin Huntley.....	12	2	M	B	1860—
228. Defoe, Daniel.....	12	1	M	B	1661-1731

APPENDIX I—Continued

Authors	Number of Readers	Number of Titles Read	Author's Sex	Author's Nation- ality*	Author's Dates
229. Dane, Clemence (Ashton).....	12	10	F	B	n.d.—
230. Burnett, W. R.....	12	3	M	A	1899—
231. Bottome, Phyllis.....	12	5	F	B	1884—
232. Blackmore, Richard D.....	12	4	M	B	1825-1900
233. Woolf, Virginia.....	11	3	F	B	1882—
234. Stockton, Frank.....	11	6	M	A	1834-1902
235. Norris, Frank.....	11	3	M	A	1870-1902
236. Nathan, Robert.....	11	3	M	A	1894—
237. King, Basil.....	11	8	M	A	1859-1928
238. Kennedy, Margaret.....	11	2	F	B	1896—
239. Hueston, Ethel.....	11	5	F	A	1889—
240. Heyward, Du Bose.....	11	4	M	A	1885—
241. Crawford, F. Marion.....	11	9	M	A	1854-1909
242. Collins, Wilkie.....	11	2	M	B	1824-99
243. Benson, R. H.....	11	6	M	B	1871-1914
244. Baum, Vicki.....	11	2	F	O	1888—
245. Austin, Anne.....	11	1	F	A	1895—
246. Adams, Herbert.....	11	3	M	B	1874—
247. Wilson, Harry Leon.....	10	8	M	A	1867—
248. Poole, Ernest.....	10	6	M	A	1880—
249. Page, Thomas Nelson.....	10	3	M	A	1853-1922
250. La Farge, Oliver.....	10	3	M	A	1901—
251. Jameson, Storm.....	10	5	F	B	1897—
252. Hawkins, Anthony Hope.....	10	2	M	B	1863-1933
253. Chamberlain, George Agnew.....	10	7	M	A	1879—
254. Burke, Thomas.....	10	2	M	B	1887—

THE CENTER OF POPULATION OF HIGHER EDUCATIONAL LIBRARIES IN THE UNITED STATES, 1870-1930

WALTER CROSBY EELLS

THE center of population is defined by the United States Census Bureau as "the point upon which the United States would balance, if it were a rigid plane without weight, and the population distributed thereon, each individual being assumed to have equal weight and to exert an influence on the central point proportional to his distance from the point." In other words, it is the center of gravity of the weighted plane, or a two-dimensional average of the population.

The determination of this point at the regular decennial census intervals is the best method that has been devised by the Census Bureau to trace compactly the rate and direction of general movements of the population. The first official computation of this point was made under the direction of Francis A. Walker, superintendent of the Ninth Census, for publication in the first *Statistical atlas* of the United States published in 1874.¹ At that time the position of the center of population was computed for each census year since 1790.

So convinced has the Census Bureau become of the value of this mode of summarizing population trends that in later years it has made much more extensive computations along the same line. In 1910 the positions of the center of population since 1880 were computed for each state. In 1920 the method was further extended to include centers of foreign-born population, of Negro population, of urban and rural population, and even to determine "centers" of agriculture, of manufacturing, of number of

¹ Francis A. Walker (compiler), *Statistical atlas of the United States, based on the results of the Ninth Census* (Washington, 1874), p. 5. For an earlier unofficial computation and other information regarding history of the center of population see Walter Crosby Eells, "The center of population—a prophecy and its fulfilment," in *Scientific monthly*, XX (January, 1925), 78-84.

farms, of farm area, of improved acreage, of value of farm property, and of the production of corn, wheat, cotton, and oats.²

Why not, then, educational centers of population as well? A method which has proved so valuable in summarizing movements of general population should be equally valuable in studying the movements of the higher educational population—the students in the colleges, universities, and professional schools of the United States.³ Indeed, there is no reason to limit the application of this technique to “population”—to students in the institutions of higher education—it may just as well be applied to books in the libraries of these institutions. The object of this paper is to report and discuss the results of computations which have been made by the author to determine the center of population of higher educational libraries in the colleges and universities, and also in the teachers colleges and normal schools of the United States from 1870 to 1930—the “population” in each case being the number of volumes reported in these libraries.

METHOD OF COMPUTATION

The data upon which the computations are based were taken from the official reports of the United States Office (formerly Bureau) of Education.⁴ These statistics are not perfect, but they probably are as accurate and reliable as any available. The method used was the same as that of the Census Bureau, with the substitution of “states” (with their centers of population as

² Charles S. Sloane (compiler), “Center of population and median lines and centers of area, agriculture, manufactures and cotton,” *Fourteenth Census of the United States, 1920* (Washington, 1923), pp. 12-41.

³ For several such studies, see Walter Crosby Eells, “The center of population of higher education,” *School and society*, XXIV (September 11, 1926), 339-44; “The center of population of engineering education, 1900-1930,” *Journal of engineering education*, XXV (June, 1935), 662-69; “The center of population of pharmaceutical education, 1870-1930,” *Journal of the American pharmaceutical association*, XXIV (October, 1935), 868-71; and “The center of population of legal education, 1870-1930,” *American bar association journal*, XXII (January, 1936), 61-62.

⁴ Reports of the Commissioner of Education: 1870, pp. 506-16, 526-27; 1880, pp. cxix, cxxv, 476; 1889-90, II, 747, 762; 1899-1900, II, 1890, 1893, 1896, 2076, 2084; 1910, II, 866, 873, 879, 1085, 1093; Biennial Survey of Education, *Bulletin*, No. 29 (1923), pp. 303, 444, 448, 452, 456-57; Biennial Survey of Education, *Bulletin*, No. 20 (1931), pp. 366-71, 618.

computed by the Census Bureau) for "square degrees" as the unit of computation.⁵

TABLE I
LOCATION OF CENTER OF POPULATION OF HIGHER EDUCATIONAL
LIBRARIES, 1870-1930
College and University Libraries

Year	Latitude North	Longitude West	State	County	Distance from Important Cities and Towns
1870.....	40°26'	79°07'	Pennsylvania	Indiana	45 miles E. of Pittsburgh 13 miles S. of Indiana, C.S.*
1880.....	40°16'	81°45'	Ohio	Coshoc-ton	26 miles NE. of Zanesville 6 miles E. of Coshocton, C.S.
1890.....	40°17'	81°53'	Ohio	Coshoc-ton	25 miles NE. of Zanesville 2 miles NW. of Coshocton, C.S.
1900.....	40°18'	82°24'	Ohio	Knox	27 miles NW. of Zanesville 12 miles SE. of Mt. Vernon, C.S.
1910.....	40°24'	83°39'	Ohio	Logan	44 miles NW. of Columbus 7 miles NE. of Bellefontaine, C.S.
1920.....	40°29'	84°08'	Ohio	Auglaize	18 miles S. of Lima 6 miles SE. of Wapakoneta, C.S.
1930 (Total) ..	40°15'	85°53'	Indiana	Tipton	28 miles W. of Muncie 8 miles E. of Tipton, C.S.
1930 (Public) .	39°59'	94°50'	Missouri	Andrew	61 miles N. of Kansas City 3 miles N. of Savannah, C.S.
1930 (Private)	40°22'	82°10'	Ohio	Coshoc-ton	30 miles N. of Zanesville 17 miles NW. of Coshocton, C.S.

* The abbreviation "C.S." indicates that the town named is the county seat of the county in which the given center is located.

⁵ "In making the computations for the location of the center of population it is necessary to assume that the center is at a certain point. Through this point a parallel and a meridian are drawn, crossing the entire country. . . . The product of the population of a given area by its distance from the assumed parallel is called a north or south moment, and the product of the population of the area by its distance from the assumed meridian is called an east or west moment. In calculating north and south moments the distances are measured in minutes of arc; in calculating east and west moments it is necessary to use miles on account of the unequal length of the degrees and minutes in different latitudes. The population of the country is grouped by square degrees—that is, by areas included between consecutive parallels and meridians—as they are convenient units with which to work" (Sloane, *loc. cit.*, p. 5).

LOCATION OF CENTERS

The latitude and longitude and approximate location of the center of population of higher educational libraries for the seven decennial years since 1870, both for colleges and universities,

TABLE II
LOCATION OF CENTER OF POPULATION OF HIGHER EDUCATIONAL
LIBRARIES, 1870-1930
Teachers-College and Normal-School Libraries

Year	Latitude North	Longitude West	State	County	Distance from Important Cities and Towns
1870.....	41°26'	80°16'	Pennsylvania	Mercer	48 miles S. of Erie 14 miles N. of Mercer, C.S.*
1880.....	40°02'	83°14'	Ohio	Franklin	12 miles NW. of Columbus, C.S.
1890†.....	40°13'	85°01'	Indiana	Randolph	20 miles E. of Muncie 6 miles N. of Winchester, C.S.
1900.....	40°25'	86°48'	Indiana	Tippecanoe	55 miles NW. of Indianapolis 4 miles E. of LaFayette, C.S.
1910.....	40°27'	88°13'	Illinois	Ford	24 miles N. of Champaign 7 miles W. of Paxton, C.S.
1920.....	40°19'	90°47'	Illinois	Schuyler	57 miles NW. of Springfield 14 miles NW. of Rushville, C.S.
1930.....	39°43'	90°31'	Illinois	Scott	37 miles W. of Springfield 7 miles NW. of Winchester, C.S.

* The abbreviation "C.S." indicates that the town named is the county seat of the county in which the given center is located.

† Data not available. Estimated by interpolation from positions in 1880 and 1900.

and for separate teacher-training institutions⁶ are shown in Tables I and II, and on the map of Figure 1. The map also shows the location of the general center of population of the country and also of the center of population of higher education. In the latter case the "populations" were the total enrolments in the colleges, universities, and professional schools of the United States as computed by the author.

⁶ Includes teachers colleges and state, city, county, and privately controlled normal schools.

The center of population of college and university libraries (shown on the map by the large black circles) has moved westward every decade, at an average rate of almost sixty miles per decade, but with great irregularity from 139 miles between 1870 and 1880, in shifting from Pennsylvania, to only 7 miles between 1880 and 1890. The greater part of the time it has been in Ohio, but in 1930 it had progressed westward by a jump of over ninety miles to central Indiana. While it has moved westward so rapid-



FIG. 1.—Location and movement of centers of population of higher educational libraries, 1870-1930.

ly, however, its north and south movement has been exceedingly slight, the total variation being less than a quarter of a degree of latitude or only sixteen miles—a remarkable degree of constancy.

For 1930 the center has been determined separately for the libraries of the publicly controlled institutions and for those under private auspices. The former (shown by the circle with a cross enclosed) is in the extreme western part of Missouri, the latter in eastern Ohio.

The center for normal schools and teachers colleges has moved westward even more rapidly from western Pennsylvania to western Illinois between 1870 and 1920. Between 1920 and

1930, however, it reversed itself and shifted eastward again fourteen miles.

TABLE III
MOVEMENTS OF CENTERS OF POPULATION OF HIGHER EDUCATIONAL
LIBRARIES, 1870-1930
College and University Libraries

DECADE ENDING	NUMBER OF VOLUMES (IN THOU- SANDS)	MOVEMENT IN MILES				
		From Point to Point in a Straight Line	Northward	Southward	Eastward	Westward
1870.....	1,694					
1880.....	2,598	139.0		9.7		138.7
1890.....	4,524	7.4	0.8			7.0
1900.....	8,339	27.2	0.5			27.2
1910.....	14,741	66.9	6.8			65.8
1920.....	24,192	25.9	4.6			25.5
1930.....	44,399	93.2		13.5		92.2

TABLE IV
MOVEMENTS OF CENTERS OF POPULATION OF HIGHER EDUCATIONAL
LIBRARIES, 1870-1930
Teachers-College and Normal-School Libraries

DECADE ENDING	NUMBER OF VOLUMES (IN THOU- SANDS)	MOVEMENT IN MILES				
		From Point to Point in a Straight Line	Northward	Southward	Eastward	Westward
1870.....	46					
1880.....	132	178.3		83.7		157.4
1890*.....	470	95.3	11.4			94.6
1900.....	807	95.3	11.3			94.6
1910.....	1,526	74.6	1.9			74.6
1920.....	2,382	135.4		7.7		135.2
1930.....	4,065	38.7		36.0	14.1	

* Data not available. Estimated by interpolation from positions in 1880 and 1900.

The movements of the library centers for both types of institutions, in miles, each decade are summarized in Tables III and IV, which also show the "population" in terms of thousands of volumes at each decade, upon which the computations are based.

One of the most significant facts revealed by this study results from a comparison of the centers of higher educational libraries (large black circles on the map), of higher educational students (small black circles), and the center of general population (concentric circles). The center of higher education has always been north of the general center; the library center has been even farther north. In other words, the college and university students of the North are very much better supplied with library facilities than those of the South. The center for higher education was formerly east of the general center, but in the last twenty years it has forged ahead of the general center and in 1930 was in eastern Illinois, while the general center still lingered in Indiana. Higher educational library facilities, however, in terms of number of volumes, have never kept up with the rapid westward development of higher educational enrolments. The library center is far east of the higher educational center, although the distance between them is not so great as in 1920. The library center is also distinctly east of the general center—about the same longitude, in fact, as the general center back in 1890, over forty years ago. Evidently there is distinct need for greater library expansion westward and southward if the students in the western and southern institutions are to be served equally as far as library opportunities are concerned.

Such facts as are presented in this paper not only furnish a compact summary of library trends over more than a half-century of progress but also suggest significant food for thought on the part of those responsible for the determination of library policies in our higher educational institutions.

THE ALEXANDER TURNBULL LIBRARY OF WELLINGTON, NEW ZEALAND

CLYDE R. H. TAYLOR

THE writer of this account is of the staff of this library, and recently traveled through the United States studying the more specialized libraries of the country. When the Turnbull Library was told of, librarians frequently expressed the wish that some information as to the resources of the institution should be placed before scholars and librarians of America and Europe, in order that research workers there may know where lie the primary study sources of Oceania.

I think I am correct in saying that in its main field the Turnbull Library is unexcelled; and, taken as a whole, its resources are such as to make both book-collector and librarian alike wonder that, in such a far-distant corner of the globe, one man could gather such treasures, of both the world about him and the older world whence his forebears had come.

Alexander Horsburgh Turnbull was born at Wellington, the capital of New Zealand, in 1868, and was educated at Dulwich College, England. His father was a wealthy merchant of New Zealand; and after completing his studies, Alexander entered the London office of the business, where he stayed till 1890. During this period he discovered the love of books that remained all his life with undiminished ardor. Returning to New Zealand, he took control of the business and, at the same time, organized the channels through which he bought books for the next quarter-century, till his death in 1918.

It was thus from this distant outpost that the great collection was built up which is now the pride of the people of New Zealand, to whom it was bequeathed upon its founder's death. It was opened to the public in 1920, under the control of Mr. Johannes Carl Andersen, assisted by a small staff.

As libraries are reckoned now, it is a small collection, number-

ing about seventy thousand volumes, of which some sixty thousand were gathered by Mr. Turnbull. These can be grouped into three broad classes—Pacific and New Zealand literature, rare books, and English classical literature. In the first group, the scope was made to include ethnology, anthropology, Pacific languages, folk lore and voyages, apart from the general subjects that would be expected in such a class. The rare books include a few incunabula, mainly choice items, and a great number of the choicest first editions of the sixteenth to the nineteenth centuries in English literature, with special reference to drama and poetry. There is also representation of the finest printing from the fifteenth century to the present day, crowned by a complete set of the Kelmscott Press. The English-literature material supplements much that is in the rare-book section, and is especially strong in the same fields—poetry and drama.

The Pacific portion embraces the islands of that ocean, as well as Australia and New Zealand. It should be said here that the library of the Bernice P. Bishop Museum of Honolulu specializes in the former region too, just as the Mitchell Library of Sydney devotes itself to Australian records. The Turnbull Library covers both, though somewhat less extensively. Of Pacific languages, there are some five thousand volumes, in practically every tongue and dialect of these many islands.

Voyaging, both Pacific and otherwise, has had special attention. Hakluyt and De Bry (this set from the Huth Library) head the list, followed by Linschoten, Purchas, Cook, Vancouver, Burney, Pinkerton, the Hakluyt Society, Dalrymple, Tasman and others. This is supplemented by some fine manuscript material—logs of Cook and Vancouver (a larger group of Cook journals is in the Mitchell Library); of Alvaro de Mendaña's discovery of the Solomon Islands in 1566 (Gallego's manuscript which has been translated in the Hakluyt Society Volume of 1901); the journal of Antoneli's survey of the coast of South America in 1608 (used in Hakluyt Society Volume XXIII [1908]); also, many logs of whalers and early traders, as well as the manuscript journal of New Zealand's first missionary, Rev. Samuel Marsden, kept during his visit there in 1819. The sec-

tion is supplemented with a fine collection of Antarctic exploration.

The fields of Australasian literature—poetry and prose—are very full up to recent years, when economy became necessary. Flora and fauna have received equal attention, as have sport and art. (I fear most librarians think with this illogical association!)

In the way of art, the library contains splendid works by early New Zealand artists, such as Heaphy (the New Zealand Company draftsman whose New Zealand scenes are very valuable historically), Barraud (two hundred water colors), Hodgkins, the founder of the Dunedin Art Society (fifty items), Sir William Fox, Kettle, Kinder, Swainson (the zoölogical writer), and others of lesser note. There are some hundreds of modern Australian etchings, including some fine ones by Meryon; and in addition, many hundreds of historic prints referring to the region.

The gem of this portion of the library is a series of over six hundred etchings by some of the greatest masters of Europe, including some fifty by Rembrandt, as well as others by Dürer, Van Dyck, Rubens, Merian, etc. This collection was presented by Bishop Monrad, Prime Minister of Denmark, who once lived in New Zealand.

There was once a great collection of Maori (New Zealand native) antiques and works of art, but in 1913 Mr. Turnbull transferred these to the Dominion Museum of New Zealand, where they supplement the splendid specimens there. The Maori had a fine culture, and his race was probably one of the intellectually highest of all aboriginal races. While his tools were of nothing better than the beautiful *pounamou* (greenstone), his achievement with them and the other materials at his hand was little short of marvelous. His religion, mythology, and tradition were all on a high plane and extremely well developed. I interpolate this brief allusion to explain Mr. Turnbull's interest in the Maori and the associated races of Polynesia, which bore fruit in a fine set of books on all phases of the subject.

For the scholar who would work among the great of the Old

World, there are many books of prime importance, supported by a small proportion of manuscript material. The first group here is a collection of Miltoniana, which is reputed to be equal to any outside the British Museum and contains first editions of practically everything, including the *Comus*, *Lycidas*, and five title-pages of *Paradise lost*. There is an interesting manuscript of Walter Begley, the translator of the *Novae Solymae*, as well as a group of books from his collection.

Other special collections are devoted to Defoe, Swinburne, and Browning (both Robert and Elizabeth B.). These are all rich in first editions, many with autograph associations, and in the case of Browning are made more significant by reason of manuscript material.

Browning had a friend in New Zealand, Alfred Domett, one of the celebrated poets of the country (his best-known work is *Ranolf and Amohia*, Browning's copy of which is in the library); and much of the correspondence between the two is here. Another antipodean correspondent of Browning was R. Hengist Horne, and many of his letters find their place here, too.

Other valuable manuscripts are in the Carlyle material. These include many by Carlyle himself, Miss Jewsbury, and Mrs. Jane Welch Carlyle. This collection came from the library of Gideon Mantell, the English geologist, who was a friend of Carlyle and of Miss Jewsbury, and whose son later went to New Zealand, becoming a minister of the Crown in the government of the day.

Among the general manuscripts there are letters from the following: Professor Silliman of Yale, Lyell the geologist (over two hundred in each case), Percy B. Shelley, Charles Dickens, Bulwer-Lytton, Napoleon, Conrad, Bentley (the nephew of the great scholar), Robert Buchanan, Oscar Wilde, and a host of others, apart from many of importance in Oceania.

Most librarians feel a pride in the possession of some of the great monuments among books, and I cannot refrain from mentioning a few among the greatest of these. Of the great printers, there are examples by Peter Schoeffer (*Constitutions of Clement*, on vellum, 1471), Erhardt Ratdolt (*Euclid's geometry*, of 1482),

Nicolaus Jenson (*Plutarch's lives*, 1478), Aldus Manutius (*Hypnerotomachia Poliphili*, 1499), Koberger (*Nuremburg chronicle*, 1492), as well as by Elzevir, Caslon, Baskerville, down to William Morris (the Chaucer), and the better among his followers of later days, such as the Ashendene Press (the *Morte d'Arthur*). There is a 1798 Bristol edition of Wordsworth's *Lyrical ballads*; the first edition of Gulliver; (I implied *Robinson Crusoe* with Defoe above); *The deserted village* (both quarto and small octavo, which is earlier); an author-corrected first edition of Thomson's *Seasons*, and an autographed *Childe Harold*. There is a Shelley's *Queen Mab*, a Keats's *Endymion* and *Lamia*, and, more interesting, a dictionary by Nathaniel Bailey (1751) with this manuscript inscription: "John Keats, from B. B." This is presumably Benjamin Bailey, the friend of Keats. It is interesting to note that Bailey's dictionary was the precursor of Johnson's. I am unable to say if Benjamin was a descendant of Nathaniel.

I must not forget the great "Doctor." The dictionary of 1755 is there, beside the small volume of 1760, and most of the rarer books in the Johnson field, including Boswell's *Life* and that proud author's other relatively insignificant works.

Among the great dramatists, there are Shakespeare's second and fourth folios, as well as Rowe's edition of 1709; Beaumont and Fletcher folios, and the first quartos of Ben Jonson are beside them.

North's *Plutarch* of 1579, Holinshed's *Chronicles* of 1577, Boccaccio of 1620, and Stowe's *Survey*, show the range of material that includes representative manuscript books as early as the twelfth century, and *horae* of Simon Vostre of the sixteenth.

One could proceed at length upon such enumeration, but I have aimed to provide only an indication of the nature of this library set so far away in the southern seas, in a climate that preserves books well, and where there is a growing culture, and by this library the means of its fostering.

This wealth in first editions, it should be pointed out, was a result of Turnbull's interest in bibliography; and his reference books in this field compose the finest group in New Zealand.

But ere I leave this account, I feel that less than justice is

done if I do not mention the librarian who has cared for these treasures for the past fifteen years. This is Johannes Carl Andersen, one of New Zealand's most eminent scholars—yet himself not by birth of that country. He is a Dane, who came to New Zealand in the eighties as a child. He is largely self-educated, and has taken pleasure in many studies, of which perhaps poetry and Maori folk lore are his favorites. He has written much in these and other fields, and opportunity has enabled him to use material that often was fast being lost. Here are some of his published works which show his many-sided activities: *Songs unsung*, *The lamp of Psyche*, *Maori life in Aotea*, *Maori tales*, *Bird songs and New Zealand song birds*, *Maori string figures*, *Laws of verse*, and *Myths and legends of the Polynesians*.

Mr. Andersen is an editor of the *Journal of the Polynesian Society*, and a Fellow of the New Zealand Branch of the Royal Society. His interests are many, and his imprint upon the culture of our country inestimable and such as will be enduring.

So, for the northern world—and to some extent for the southern too—I have given a suggestion, so that the student in the fields where the Turnbull Library is rich may know where to turn for the page that will enlighten him.

Kia ora!

THE CONTRIBUTORS TO THIS ISSUE

WALTER CROSBY EELLS is professor of education at Stanford University, at present on a leave of absence to act as co-ordinator for the Co-operative Study of Secondary School Standards in Washington, D.C. He was born in Mason County, Washington, March 6, 1886. His undergraduate education was received at Whitman College, which gave him an A.B. degree in 1908. Three years later he received his Master's degree from the University of Chicago, and in 1927, his Doctor's degree from Stanford University. He taught mathematics at Whitworth College (1911-14), the United States Naval Academy (1914-16), and at Whitman College (1916-26) before coming to Stanford University as a member of the faculty of the education department.

Dr. Eells has been the editor of the *Junior college journal* since 1930. He has written numerous magazine articles on statistical and educational topics and is the author of *Bibliography on junior colleges* (1930), *The junior college* (1931), *Introduction to the study of education* (with Cubberley, 1933), *Teachers' salaries and the cost of living* (1933), *Alaskan natives: a survey of their sociological and educational status* (with Anderson, 1935), as well as of a number of educational and cost surveys.

JEANNETTE HOWARD FOSTER, librarian at Hollins College, Virginia, was born in Oak Park, Illinois. She received her A.B. from Rockford College in 1918 and her Master's degree from the University of Chicago in 1922. The next nine years she spent in the English departments of Hamline University, Shorter College, and Hollins College. In 1932 she received a B.S. degree in Library science from Emory University, and in 1935, a Ph.D. from the Graduate Library School of the University of Chicago. She held the position of science librarian at Antioch College in 1932-33, and was research assistant in the Graduate Library School in 1934-35. She has contributed to *Harper's magazine* and the *Journal of adult education*.

HARRIET EMMA HOWE: for biographical information see the *Library quarterly*, I (1931), 338-39.

CLYDE R. H. TAYLOR is assistant to the librarian of the Alexander Turnbull Library in Wellington, New Zealand. He was born at Havelock, Marlborough, New Zealand, in 1905. He is a graduate of Canter-

bury University College, Christchurch, New Zealand, having received his B.A. degree and a diploma in journalism from that institution in 1928, and his M.A. the following year. From 1923 to 1929 he was on the staff of the Christchurch Lands Office, rising to be officer in charge of records. This post he left to become librarian of the Agricultural Department, Wellington, and in 1934 he was appointed to the Turnbull Library. Awarded a Carnegie library fellowship in 1934, Mr. Taylor traveled extensively in Europe and America, observing library methods. While in America he studied in the Department of Library Science at the University of Michigan. Mr. Taylor is the author of a book on *Gothic architecture and history of the Canterbury Provincial Buildings* (Christchurch, N.Z., 1929), and has served in an honorary capacity as editor of a radio trade journal.

THE COVER DESIGN

RICHARD FIELD was born at Stratford-on-Avon in 1561. In 1579 he was apprenticed to George Bishop, but served the first six of his seven years in the shop of Thomas Vautrollier, a Huguenot French printer who, as a mere brother of the Stationers Company, could not have apprentices bound to him. Vautrollier was a much more skilful and learned man than the average London stationer, and his apprentice, therefore, received superior instruction. Finishing his apprenticeship, Field was made free of the Company in 1587.

Vautrollier died in July 1587, but his widow, Jaqueline, continued to carry on the business. Her position, however, as the widow of a foreign brother of the Company was not secure and she evidently decided to strengthen it by marrying the twenty-seven-year-old former apprentice whom, as she had been in charge of the establishment during Vautrollier's absences from London, she had helped to train. The marriage probably took place late in 1588 or early in 1589; in the latter year we find Field issuing books from Vautrollier's press.

Field continued in the traditions of good printing of his former master, though he was not always successful in following them. He printed, with an accuracy seldom equaled by his London contemporaries, a number of books in Latin, Italian, Spanish, and Welsh, to say nothing of books containing lengthy quotations in Greek and Hebrew. He was well known among his fellows for his skill in setting up mathematical treatises with diagrams. To modern readers, however, he is best known because of his connections with Elizabethan literature. He printed Harington's translation of *Orlando Furioso*, Chapman's *Homer*, North's *Plutarch*, Brinsley's *Virgils eclogues*, Puttenham's *Arte of English poesie*, Spenser's *Faerie Queene*, Fowre hymnes, and *Daphnaida*, Sir William Alexander's *Aurora*, and Sir John Davies' *Nosce teipsum* and *Hymnes of Astraea*, as well as works outside the realm of pure literature, such as Gifford's *Dialogue concerning witches and witchcraftes* and Bigges's *A summarie and true discourse of Sir Frances Drakes West Indian voyage*.

Above all, Field is famous as the first printer and publisher of Shakespeare. In 1593 he entered and printed Shakespeare's *Venus and*

Adonis, and in the next year he printed his *Lucrece*. Shakespeare and Field were near neighbors in Stratford—John Shakespeare, William's father, at the death of Henry Field, the father of Richard, in 1592, was appointed with certain other householders to make an inventory of his goods—and Shakespeare upon his arrival in London probably sought out his prosperous former townsman. Field, however, as Professor Kirwood has pointed out,¹ probably had no great faith in his fellow-Stratfordian's poetical powers, for he permitted John Harrison to sell the first two editions of *Venus and Adonis*, and in 1594 transferred the rights of the poem to him. In the case of the *Rape of Lucrece*, Harrison entered it for his own copy but employed Field to print it. Field probably came to regret the fact that he had rated his old neighbor's talents so low, for during his lifetime *Venus and Adonis* went through twelve editions and *Lucrece* ran through six.

Field's prosperity brought him into prominence in the Stationers Company. Besides lesser offices, he held that of Master of the Company in 1619 and again in 1622. Field died in the autumn of 1624 and was succeeded by his former apprentice, George Miller.

A device of Field, which is reproduced on the cover, was obtained from his old master, Vautrollier. It represents the Anchor of Hope—*Anchora Spei*—a symbol derived from Hebrews 6:19, and is one of a series of marks of similar design but of varying sizes. Field also used another device of a different type, showing a bird so crudely drawn that there is doubt as to whether it represents a phoenix or a splayed eagle (the house sign of Field's shop in Great Wood Street).

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE LIBRARY

¹ A. E. M. Kirwood, "Richard Field, printer, 1589-1642," *Library*, Fourth Series, XII, No. 1 (June, 1931), 14.

REVIEW ARTICLE

THE *ACTES* OF THE INTERNATIONAL LIBRARY COMMITTEE¹

The seventh volume of the *Actes* of the International Library Committee, the executive and directing body of the International Federation of Library Associations, appeared recently from the house of Nijhoff of The Hague. Its publication gives an opportunity to recall to American readers some of the significant events in the life of the Federation in which American librarians have had a generous share.

The fiftieth anniversary of the founding of the American Library Association, celebrated at Atlantic City and Philadelphia in October, 1926, was marked by the presence and active participation of a large and significant delegation of European librarians. Informal meetings of these guests and the International Relations Committee of the American Library Association at Atlantic City and Washington developed a conviction that the time had come for the formation of an international organization to further library development. At the similar anniversary of the (British) Library Association at Edinburgh in 1927, there was formed an International Federation of Library Associations, with Dr. Isak Collijn of Stockholm as its president. The International Library Committee was created to carry on the work of the Federation between congresses as well as to plan for the congresses themselves. This International Committee has met annually since 1927. The first meeting was in Rome in the spring of 1928. At this meeting plans for the first International Congress at Rome in 1929 were formulated. The Committee likewise met at Rome with the Congress and has continued to meet regularly since that date.

The publications of the Committee include seven (annual) volumes of *Actes*, a *Repertoire* of the Associations which are members of the International Federation, and the *Statuts* of the Federation. They are sold through the firm of Nijhoff at The Hague. The *Atti* of the Rome Congress were published by the Italian government at the national printing office in Rome. These *Atti* fill six handsomely printed volumes and are a veritable mine of information on library history and practice. The papers presented at the Madrid Congress of 1935 are now being printed by the Spanish government and should appear shortly. The secretary, alike of the International Federation and of the Committee, is the librarian of the League of Nations, Dr. T. P. Sevensma.

¹ Fédération Internationale des Associations de Bibliothécaires, *Actes du Comité International des Bibliothèques. 8^e Session, Madrid-Barcelone, 19-20, 30 mai, 1935.* ("Publications," Vol. VII.) La Haye: Martinus Nijhoff, 1935. Pp. 164. Sw. Fr. 7.

The annual *Actes* are much more than a mere record of the routine business of the Committee. They include numerous addresses and committee reports, some of great practical value to librarians, and all of interest to students of librarianship. For some years past, representatives of each of the member-associations have contributed accounts of the progress of libraries in their respective countries. These annual reports have grown in importance until it is fair to say that a reading of the *Actes* each year is an indispensable process for every librarian who wishes to keep abreast of the growth and fortunes of his profession throughout the world. These reports are in English, French, German, or Italian—the official languages of the Federation.

By reading the well-known journals, it is comparatively easy and simple to keep one's self informed on librarianship in America, Great Britain, Germany, Italy, and France. But the thirty-six reports in the current (seventh) volume of the *Actes* give notable accounts of the past year, not only in these countries, but in many others less well and easily known to American librarians. There is, for example, a valuable summary of the operations of the Paris Institute of Intellectual Co-operation in the field of libraries and bibliography, prepared by A. Rossi, secretary of the Institute. German popular libraries in 1934-35 are treated by Dr. W. Schuster of Berlin, and the scientific libraries by Dr. Georg Leyh of Tübingen; Austrian libraries by J. Bick of Vienna, and Belgian libraries by A. Vincent of the Royal Library of Belgium. There are interesting accounts of the work of the Chinese Library Association (by C. P. Wong) and of the Geneva "Sino-International" Library by Mrs. T. Y. Feng-Chen. Not to repeat the Table of Contents, let me merely call attention to the fact that in this volume are found accounts (easily accessible nowhere else) of libraries in 1935 in Catalonia (J. Rubio), in Spain (H. Serís), in Finland (L. O. Th. Tudeer), in India (Munindra Deb), in Japan (J. Sato), in Switzerland (M. Godet), in Czechoslovakia (J. Emler), and in Yugoslavia (J. Badalić). There is a notable paper on Irish libraries by Miss Roisin Walsh of the Dublin city libraries, as well as one on New Zealand libraries by Dr. G. H. Scholefield. The series concludes with an illuminating report (in English) on "Library service in Soviet Russia," by Mrs. H. Derman. American librarians will be especially interested in Mr. Milam's comprehensive and judicious summary of conditions and activities in America.

This volume also contains the full text of the resolutions adopted by the Madrid Congress, covering (among other things) the very practical subject of interlibrary loans, particularly in their international aspects, as well as various important phases of co-operation between libraries. The Madrid Congress itself is beyond the bounds of this brief notice of the *Actes*, but some notion of its discussions and its very real accomplishments can be gleaned from the text of these resolutions (pp. 21-24), which summarize the results of discussion and debate in the sections of the Congress, and their review by the International Committee in a last session before final adoption by the Congress itself at Barcelona on May 30, 1935.

The American Library Association took a leading part in forming the International Federation. Its contributions toward the Federation's finances are the largest of any association, being based on the number of members. It has had representatives at every annual meeting of the International Committee, and a large share in guiding the work of the Federation and the Committee has fallen to America through the presidency of both, which it has been my privilege to hold since 1931. But the International Federation is less well known among librarians in the United States than in most European countries. American libraries should surely support their own contribution to this international undertaking by subscribing to the *Actes* in far larger numbers than has been the case hitherto.

WILLIAM W. BISHOP

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REVIEWS

The present international copyright situation. Threats of reprisal. By THORVALD SOLBERG. Washington, D.C.: Privately printed, 1934. Pp. 28.

This pamphlet was written over a year ago, but its review in 1936 may claim an added timeliness in marking the semicentennial of Mr. Solberg's "International copyright in Congress 1837-1886."¹ It is also timely, in a less fortunate sense, since the "present situation" of 1934 has still to be remedied.

The "Address of certain authors of Great Britain" presented to Congress in 1837 by Henry Clay, and a supporting "Memorial of a number of citizens of the United States" marked the beginning of the movement in Congress toward international copyright. Nevertheless, as Mr. Solberg's earlier article shows, the rights of authors, both domestic and foreign, were allowed to suffer for half a century in the interests of publishers and printers.

It cannot be said that the ears of Congress were deaf to the British authors' appeal with its concluding argument that "the only firm ground of friendship between nations is a strict regard for simple justice"; but we needed also the appeal to self-interest—to the rights of our own authors who, under the old copyright law, had to compete with cheap, even dime-editions, of pirated British authors and, in their turn, to suffer piracy of their works by foreign publishers.

The *Present . . . situation* is introduced by brief indications of how matters were improved by the acts of 1891 and 1909, and the various copyright proclamations, treaties, and conventions.

In the present situation, American authors are fairly well protected, and foreign authors may obtain United States copyright protection by going through certain formalities and getting out an American edition—entirely manufactured in the United States. The formalities, while irksome, do not work any serious hardship on foreign authors, and, while advantageous from our point of view, do not involve convenience or profit substantial enough to be considered a real obstacle to our joining the International Copyright Union.

The real difficulty seems still to be the manufacturing clause, by which we persist in maintaining self-interest to the disregard of "simple justice."

An American book may be published and protected in England without the added cost of re-manufacture, whereas the British author and publisher can obtain our copyright protection only by the issue of an American edition—entirely American-made. The American book-manufacturer may even rob his

¹ *Library journal*, XI (1886), 250-80.

British colleague of the work of a British author—as in the case of Kenneth Grahame's *Dream days*, which was produced first in the United States, with the intention of selling American-printed sheets in England.²

The *London times* reviewer of *Anglo-American first editions* does not take very seriously Mr. Pollard's indication of the possibilities of piracy under our existing laws, and it does seem fair to assume that, whether legally possible or not, piracy has gone out of fashion, and that an English book worth producing in an American edition would also be worth the trouble of copyrighting and the cost of an author's royalty. Nevertheless, so far as the author is concerned, his interests seem clearly to lie in the direction of international copyright.

The reluctance of the American printing industry to give up the protectionist policy is natural. (Is there anything else than humor in the *Times* reviewer's suggestion that we are influenced by the fact that "Berne and Geneva remain symbolically, as well as geographically, in the same country"?) But there is an increasing tendency on the part of foreign countries to protect themselves against American protectionism in general. Thus, while "reprisal" is too harsh a term, we should perhaps take even more seriously than he intends Mr. Solberg's paragraph on "Threats of reprisal," which, incidentally, would again visit upon our authors the sins of our printing industry. And has anyone computed the cash value of the present advantages to American printers? Are they worth more than the good-will advantages of joining the Union?

Entering the International Copyright Union is not simple plain-sailing, of course. Besides the registration formalities already mentioned, there is the question of retroactivity, the general question of "reservations," etc., and not least among the praiseworthy features of Mr. Solberg's article is his attempt to state these difficulties and their solutions thoroughly and frankly. An Appendix gives the full text of the convention in its latest form as revised at the Rome Conference in 1928.

The bill before Congress in 1934 was the Cutting Bill (S. 1928) but, although hearings were held, no report was submitted before the adjournment of that Congress. Since Mr. Solberg wrote his paper, Congress has busied itself with the matter, but to no great result. On April 19, the Senate voted to ratify the proposed treaty by which the United States would become a signatory to the International Copyright Union, as revised in Rome in 1928. However, the action seemed premature to the sponsors of a new copyright bill (S. 3047) and the treaty was set aside for reconsideration until the bill should be passed. The bill was passed in the Senate on August 7, but with amendments, one of which, introduced at the suggestion of the Allied Printing Trades Council, re-inserted the manufacturing clause! On August 12, the bill ap-

² Cf. J. R. Brussel, *Anglo-American first editions*; introd. by Graham Pollard. (*Bibliographia* No. 9) and review in the *Times* [London] *literary supplement*, December 14, 1935.

peared in the House, but the opposition on all sides was so great that it did not get beyond the House Committee. The year, which was begun with such high hopes, ended with just another disappointment.

HENRY BARTLETT VAN HOESEN

Brown University Library

Publicity for public libraries. Principles and methods for librarians, library assistants, trustees, and library schools. By GILBERT O. WARD. 2d ed., revised. New York: H. W. Wilson, 1935. Pp. ix+[2]+439. \$2.40.

In the eleven years since the first edition of Mr. Ward's book appeared, public libraries have lived through a difficult and challenging experience. Support has been reduced, in some cases almost to the vanishing-point, and the institutions of even our great cities have been characterized as "Our Starving Libraries." Political scientists, tax experts, public officials, librarians—all who have given interested attention to the subject—have been practically unanimous in pointing out that the public library has suffered especially severely because it has not made itself known and felt as it might have done; because it is not sustained by an informed public opinion, clamorous in insisting on the value of the library in the community. Librarians stand charged, and at least partly convicted, of not having sold effectively the idea of the importance of library service.

Although the advisability of effective publicity for the library has been widely discussed and quite generally admitted, the actual literature which tells specifically what to do and how to do it is comparatively meager. A revision and reissue of Mr. Ward's book, therefore, seems to be timely. It is specifically of the manual type, telling simply and directly some of the things that may be done and suggesting how to do them. Most of the suggestions are amplified by descriptions of actual cases in which the method or the device has been used. The reader is frequently further helped by caution as to what to avoid.

The book has been expanded by the addition of more than one hundred pages of new matter, and much of the former material has been re-written. A wholly new chapter of thirty pages has been added on publicity by radio, a topic touched upon only slightly in the earlier book. In this chapter the author not only discusses the direct use of broadcasting as a means of library promotion but considers also methods of co-ordinating the library with radio programs of other kinds and making the library a center of information about radio activities. Service to broadcasting stations is suggested as an interesting specialized form of information and reference service. The author voices anew the unflattering remarks that have often been made about librarians as public speakers; for instance, "Librarians as a class are not promising material for making into broadcasters"; again, "The librarian seldom has the qualities of a good popular talker or a flair for publicity." It is high time that such generali-

zations should not be possible—at least not truthfully so. Mr. Ward's directions for preparing a radio talk might well be applied to the preparation of any speech—one at a library meeting, for instance.

Although written for the public library, the principles set forth might be applied profitably to libraries of other kinds. The book has value also for other purposes than publicity alone; such a chapter as that on analyzing the library, applied occasionally to the work of a library, would be a helpful method of appraising in a detached way the quality and the effectiveness of its service.

Mr. Ward's book overlaps to a certain extent some of the other existing manuals, but this is not serious. The topical bibliography, which occupies more than three times as much space here as in the first edition, includes references to a great deal of recent material and gives evaluation of many of the books and articles cited.

Publicity for public libraries is in no sense a research study of the results of library advertising; it issues rather from the author's experience, observation, and reading. There is no effort to establish any correlation between methods and results. Until such studies are available, and until a larger proportion of practicing librarians are able to interpret and utilize the findings of statistical investigation, a book of this type has a definite use in developing librarians more expert than they have been in public relations, whether those librarians are in training in library schools or already holding positions.

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College library publicity. By GUY R. LYLE. ("Useful reference series," No. 54.) Boston: F. W. Faxon, 1935. Pp. 113+[2]. \$1.50.

The subject of college library publicity might receive several types of treatment: a statistical study might be made and presented; the theory and philosophy of the subject might be discussed; or the subject might be treated by a college librarian who presents publicity procedures and devices which in his experience, or in that of his colleagues, have proved helpful.

The author of this recently published volume on college library publicity makes no pretense of presenting a statistical study, and he places little emphasis on theory and philosophy. He does, however, stress practical procedures designed "to interpret the services of the college library to its readers and to arouse an interest in and a favorable disposition toward the library" (p. 11).

The author's concept of publicity is a broad one, for he considers students, faculty, alumni, and even the college administration. A list of chapter headings gives an idea of the plan and scope of the book: "Publicity for finances"; "Books as news"; "Main communication lines to the student"; "Main communication lines to the faculty"; "Main communication lines to the alumni";

"Posters, displays, exhibits"; and "Interpretation through the radio." A mere listing of chapter headings fails, however, to suggest the distinctly practical treatment given the subjects discussed. Specific examples of procedures and their application abound.

Modestly the author states, "I make no claim to originality in this book. Most of the suggestions have been dredged by dint of much perspiration from professional magazines and from colleagues in the field" (p. 9). An examination of the book reveals, however, that the author has drawn heavily upon his experience at Antioch College—and certainly many of his Antioch devices would justify claims of both originality and ingenuity.

Unfortunately the format of the volume leaves much to be desired. Glossy and unattractive paper, careless printing (from the viewpoint of accuracy and, at times, from that of appearance), and an inadequate Index, detract from this useful and otherwise usable aid.

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Classified catalogue code. By S. R. RANGANATHAN. With a Foreword by W. ERLAM SMITH. ("Madras Library Association publication series," No. 4.) Madras: Madras Library Association, 1934. Pp. xxiv+291.

One of the most prolific writers on library science of the present day is S. R. Ranganathan, librarian of the Madras University Library and secretary of the Madras Library Association. Three of the four volumes issued by that association are from his pen. His *Colon classification*, particularly, and also the *Classified catalogue code* would seem to indicate that Western library technique and practice is not altogether suitable to oriental libraries—at any rate, not to those of India. It is difficult for a Western librarian, unfamiliar with the character and make-up of the books that prevail in Indian libraries, to pronounce an opinion here. Obviously many features of the two works mentioned will appear strange to librarians brought up on Cutter, Dziatzko, Dewey, and the Anglo-American Code.

The *Classified catalogue code* numbers 408 rules, illustrated by 579 examples. The author intimates that as the inventory stage of catalogs—i.e., title-a-line entry arranged in order of accession—was replaced by the service stage, which emphasized author and subject entry for the benefit of the user of the catalog, its first development being the dictionary catalog, so the service stage is now about to be replaced by another in which the dictionary plan will be superseded by a sort of bipartite form of catalog, evidently to follow the lines laid down in the *Classified catalogue code*. Apparently, the writer feels that what he refers to as the enormous difficulties of the dictionary catalog will either be eliminated or easily handled in the classified form of catalog as outlined in his *Code*.

The catalog which he proposes as a substitute for the dictionary plan is to consist of two parts, viz., the main part and the index part. The main part is the classified subject catalog; the index part serves as an author catalog and also as an index to classes of subjects. The purpose of the first part is accordingly to show whether or not the library has a book on a given subject and what books may be available on a certain subject or in a given field of literature. It may assist also in the choice of a book, as to edition and character. The second, or index, part tells what books there are, by a given author, with a given title, and to some extent it aids in the choice of books of a certain character.

The main or basic entry must accordingly be sought for in the classified catalog, which means, in almost every instance, a preliminary reference to the index part. Added subject entries are permitted in the classified catalog when a book deals with more than one subject. Other added entries—editor, translator, title, series, etc.—are naturally relegated to the index.

Not the least valuable feature of Mr. Ranganathan's *Code*—at any rate to European and American librarians—is the section devoted to Hindu and Muslim names (pp. 61-79), and the one in which he takes up the transliteration of names in the Sanskrit and Dravidian languages. On the other hand, there is likely to be much shaking of heads and shrugging of shoulders when the same librarians read some of his suggestions, especially in chapter i, evidently intended to make cataloging more economical. Imprint and collation, for instance, are omitted from the main entry on the assumption that in a modern library, which is comparable to a workshop rather than to a museum, and where the catalog is on cards in manuscript or typewritten form, the majority of readers have little or no use for the information contained in imprint or collation. The few who may require it are referred to the accession register. The author fails to explain how the data on size, paging, illustrations, maps, place of publication, publisher, printer, etc., can be supplied in the accession register more economically than in the main catalog. Similarly, no account is taken of the loss of time, confusion, and annoyance on the part of students who must turn to the accession register for information which they naturally expect to find in the main catalog. Even if the accession register is readily available, and plain directions furnished as to its use, there is sure to be much uncertainty, delay, and consequent dissatisfaction. When one considers also that the students made to suffer are, as a rule, the serious investigators, the wisdom of the radical changes here proposed may well be doubted.

The author is apparently willing to make some concessions. The date of publication if not found in the call number may be added at end of the title, and, for the convenience of readers who wish to know something of the size of a book, the call number is underlined for an undersized book, overlined for an oversized book, and both over- and underlined for one of abnormal size.

In view of these drastic efforts to simplify cataloging, presumably for the purpose of cutting costs, it is somewhat of a surprise to find in sections 123-24

not only a complete recognition of the principle of corporate entry but a fairly close adherence to the Anglo-American *Code*. In fact, the author finds it necessary to devote twenty pages to the difficult problems arising in connection with entry of corporate bodies. As the literature on the subject of corporate entry is meager, the present contribution will be received with interest, especially as the method of approach and treatment differs from that expected by librarians familiar with Cutter's *Rules*. In section 123142 is found a decision sure to interest those who recall the fierce debates of thirty or more years ago with regard to inverted form of heading for government departments, bureaus, etc. Mr. Ranganathan's statement, "The word or groups of words in the name of the specific body . . . indicating its sphere of work is to be written first . . ." is an improvement on the older more indefinite instruction, "Enter under the significant word in the name." It will be recalled that inversion of heading has not been adopted either in Cutter's *Rules* or in those of the Anglo-American *Code*.

Another departure from these rules is found in section 12315 which calls for entry under the department of all bureaus, divisions, sections, etc., of that department, a practice which must at times result in extremely long and awkward headings. In case two departments or bureaus bear the same name, an expedient analogous to the one proposed in 1903 by Charles Martel for all governmental offices is followed. It will be recalled that at the Niagara Falls Conference of the American Library Association, Martel suggested as a compromise between the direct form of heading favored by Cutter and the American rules committee and the inversion proposed by Miss Hasse, Roland Falkner, and others, that after the name of country or city there be inserted in brackets a word or words indicating the sphere of work or the purpose of the department or office—this to be followed by the name of the governmental body in its regular form, e.g., "U.S. [Education] Bureau of Education." Mr. Ranganathan's method is essentially the same, though differing slightly in form. (Cf. illustrations under 123151.) There is no indication as to procedure in entry of commissions, committees, etc., with long, involved names containing no definite statement of purpose or work. They are presumably to have entry under first word not an article—the name of the country, district, city, or other geographic unit under which they function being, of course, the main entry word.

In section 1232, "Institutions," departure from Anglo-American *Code* is again noted in that universities, schools, banks—in fact all institutions—are entered under their names. The section "Institutions" is apparently meant to cover societies also; at any rate, a number of illustrations represent names of societies, e.g., "Asiatic society of Bengal," "Reale Accademia dei Lincei"—the latter entered under "Reale," although the rule calls for omission of honorific words and "puffs."

Some of the illustrations cited in section 1234 do not accord with the principle enunciated in 123142. We should expect, for instance, instead of "Great

Britain. Imperial war conference"; to find "Great Britain. War conference, Imperial." Also according to 123151: "Madras. Legislative Council. Public libraries bill, Select committee on," or "Libraries bill, Select committee on public," depending on how the inversion was manipulated. Another example is: "Madras. Instruction [Department of Public—], Conference of educational officers, Madras, 1909." Clearly according to section 123151 the subheading should also be inverted so as to bring "Educational officers" first.

In section 125, "Pseudonyms," British Museum practice is followed rather than the Anglo-American rule—entry under pseudonym being in order when only the latter appears on the title-page. The fact that the real name is known does not affect the decision. The section on pseudonyms (pp. 104-11), as also that on "Authorial polyonymy and homonymy in Sanskrit literature" (pp. 111-18), will be sure to interest students of cataloging.

In section 128, "First word of title," Western catalogers will generally object to rule 1281 which calls for entry under "William," for a book with the title "William Ernest Johnson, 1858-1931"—the author's name, C. D. Broad, occurring at the end of the book—and to rule 1282 with entry under "Lissie," first word of title, when the author, Mrs. E. C. Gaskell, is well known. In section 13, "Title," the author voices his objection to what he calls "bibliographic tyranny," and definitely discards the sections of the title which name series, author or authors, writers of subsidiary parts such as prefaces, introductions, appendixes, etc. (retained in special cases). He would refuse to indicate omissions by dots or in other ways, and would even discard imprint and note of edition, except for second and later editions and those with special names, as "Centenary edition."

The remaining portions of the book, particularly pages 142-56 on series note, and chapter viii on periodical publications, will interest the student of cataloging problems. Library schools and larger libraries, as well, will add Mr. Ranganathan's latest work to their working collection on library science. Whether the bipartite catalog he proposes is destined to supersede the dictionary plan outside of India is doubtful. It will first have to be proved that it is a real and decided economy and that it meets the needs of a library's constituency as well as, or better than, the dictionary catalog or the author and alphabetical subject catalog now commonly found in American and European libraries. One familiar with the demands made on catalogs in American communities, particularly in universities, will anticipate much complaint and dissatisfaction on part of students and readers, if they must refer first to an index, second to the classified catalog, and third, in many instances, also to an accession register for information which, according to the old plan, required only one reference. In the Orient, perhaps even in some of the countries of Europe where catalogs open to the public are not as yet common, Mr. Ranganathan's plan may satisfy the average user of libraries, at least until he learns about the dictionary plan.

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Social change and education. Thirteenth yearbook. Prepared by the COMMISSION ON EDUCATION FOR NEW SOCIAL AND ECONOMIC RELATIONSHIPS. Washington, D.C.: Department of Superintendence of the National Education Association, 1935. Pp. 384. \$2.00.

Viewed objectively, as an independent document, the volume before us leaves one with a distinct sense of disappointment—a feeling of promises but fragmentarily fulfilled. But from the subjective standpoint, in relation to its origin and professional antecedents, the *Yearbook* does represent an unmistakable advance toward liberalizing the contemporary philosophy of education. When in the spring of 1932 the executive committee of the Department of Superintendence authorized the publication of a yearbook dealing with social and economic issues, there was no particular excitement in the ranks of the progressive. Since the days of Horace Mann, leadership in American education had been dominantly and uncompromisingly conservative; the past had witnessed much rhetoric and bombast concerning the social obligations and opportunities of education—the future would probably produce more! But United States Commissioner of Education J. W. Studebaker, chairman of the commission in charge, apparently saw that the way was open for a truly constructive piece of work, and to him must be given the major share of the credit for whatever success the *Yearbook* attains.

The volume divides itself logically into two major sections: the first seven chapters review the nature of recent social trends and summarize the efforts of society to adjust itself to the change; while the concluding eight chapters point out some of the implications for education of these social and economic adjustments.

The first section fails completely to achieve distinction. Leaning heavily upon the report of the President's Research Committee on Social Trends and other well-known documents dealing with contemporary economic and social movements, the several contributors at no point rise above the faults and weaknesses common to a compilation of this sort. The chapters are united by no single integrating principle; they overlap seriously; they never approach their respective problems from any original point of view; and do not, in short, add materially to our existing knowledge of the subject.

In the second section the reader feels that the writers are on more substantial and familiar ground. True, many of the old platitudes are still present, and there is much evasion, either conscious or unconscious, of major issues. Nevertheless, certain of the chapters, and especially the three by John L. Childs and Jesse H. Newlon, have come to real grips with the problem of integrating social and educational facts and have achieved unusual success in pointing the way through our present chaotic social situation to a new interpretation of the functions and objectives of the teaching profession. Here surely, to paraphrase Browning, we see the *Yearbook*, "as we wish it were, as it might have been, as it cannot be." From the very conservative Department of Superintendence it would be too much to expect a sudden awakening of so-

cial consciousness; it was to be anticipated that the age-old specter of "indoctrination" would raise its head. But at least it is heartening to hear Childs, in his "Preface to a new philosophy of education," assert that

... education can never be innocent of social presuppositions. It is always controlled by basic conceptions of social welfare of one sort or another. The real choice, therefore, before American educators is between an educational program based on our traditional social philosophy of laissez faire capitalism and individualism, and an educational program based upon a social philosophy whose central doctrines are formulated in terms of the characteristics of the power age. The reason why the proposal to make a new social philosophy the basis for our educational activity is often criticized as an effort to indoctrinate the young, is because we forget that the traditional philosophy being so persuasively rooted in our familiar ways of life is taken for granted and imparted to the young as a matter of course. In each case the educational program is equally based on a social philosophy. The pertinent question is which is the more adequate philosophy.

What of the significance of the *Yearbook* for the library profession? There is no need to labor the point that librarians, as an integral part of the educational process, should concern themselves in educational trends. In the spirit that conceived the *Yearbook* all librarians should share. But the place of the volume itself in the professional reading of librarians is not large. The first section of the book could be ignored almost in its entirety; librarians would do better to go directly to the source materials: the Social Trends Report, the writings of Laski, Berle, and Means, and the rest, and to draw their own conclusions. As to the second section, however, *all* would profit from a thorough study of the forementioned chapters of Childs and Newlon. Children's librarians, too, would derive much from the contribution of Worth McClure, and do well to remember that

just as we had the old formalist who required the memorization of historic data without regard to the comprehension of historic movements or the building of ideals, so we have also the new formalist whose pupils produce clay vegetables, Indian villages, and picture-cutting books galore without regard to the understanding of human relationships and the modification of childish behavior.

Also, librarians concerned as they should be with developments in adult education, will be interested in Studebaker's informative account of the Des Moines experiment. Taken as a whole, the value of the *Yearbook* for librarians lies in its possibilities as a stimulus to attempt a similar integration in the library field—with, let it be hoped, a greater degree of success than is achieved in these documents.

J. H. SHERA

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How to locate educational information and data. A text and reference book; Alexander library exercises: for use with the same author's "How to locate educational information and data." By CARTER ALEXANDER. New York: Bureau of Publications, Teachers College, Columbia University, 1935. Pp. xxvi+272+101.

If Masters' theses and Doctors' dissertations in the field of education have not always been of the highest caliber no small part of the blame rests on the

failure of graduate schools of education to provide instruction in library and research methods for their students. A recent query sent out by the reviewer to the thirty schools approved for doctoral work by the American Council on Education indicates that more than half of these schools provide no such instruction, and that most of the others have a program that is either inadequate or ineffective.

The outstanding exception is Teachers College, Columbia University, where Library Professor Carter Alexander, who is thoroughly library-conscious, has for years been instructing graduate students there in library and research methods, both in formal courses and in informal seminar or individual relations. Based upon his experiences in this work, Dr. Alexander has pioneered with a manual of instruction and a set of exercises intended to enable the graduate student in education, as well as the research worker who missed such preparation in his own student days, to handle library materials and the basic tools in the field of education with intelligence and economy of time.

The book is divided into three parts. Part I, "Library work and the educator," indicates the need for bibliographic training. Part II, "General library sources and techniques," includes in various chapters such topics as procedure, practical bibliography, library reading, note-taking, reference books, periodicals, society publications, government documents, and interlibrary loans. The chapters on United States Office of Education and National Education Association publications will prove especially helpful. The former, which is based on the check-list prepared by Miss Witmer and Miss Miller, contains an annotated list of the Office's and Bureau's various series, and is fairly complete except for the failure to relate the bibliographical series preceding the *Monthly record* with the lists issued by Dr. Wyer from 1899 through 1907.

The third part deals with "Special library sources and techniques," covering such problems as book reviews and lists, statistics, legal aspects, textbooks, news items, information about individuals, illustrations, etc. An ingenious key for locating references mentioned anywhere in the book has been worked out and placed in a table at the front of the book.

Especially valuable are the chapters on note-taking, reading, and organizing a bibliography. For the latter, Dr. Alexander has devised a "Universal Bibliography Card," which may be a step in the right direction, but which to the reviewer seems unnecessarily complex in form. It would appear to be far simpler to teach the student the five basic units in any bibliographical entry and then include an exercise which would develop his ability to spot these units in all publications. This would enable the student to use the more convenient 3×5 card, since the space consumed by printed directions on the Alexander card would be saved.

The *Alexander library exercises* are issued separately in loose-leaf form for use with the text. There are twenty-nine exercises in all, many of which will prove most fascinating. The first two exercises are self-surveys to enable the

student to determine how much and what he needs to know. Others are devoted to mastering one tool, such as the *Education index*, or to giving practice in procedures such as choosing headings for searching, or to improving reading ability. The exercises can be administered either by the seminar professor or by the librarian.

Both the book and exercises will prove an excellent investment because they abound with devices and short-cuts that will save many precious hours for students and research workers. And graduate schools of education without provisions for library instruction can do no better than to adopt the two Alexander publications as required seminar texts.

LOUIS SHORES

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Adult interests. By EDWARD L. THORNDIKE and the STAFF OF THE DIVISION OF PSYCHOLOGY OF THE INSTITUTE OF EDUCATIONAL RESEARCH OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY. New York: Macmillan, 1935. Pp. ix+265.

Similarity in title invites comparison of this book with the author's *Adult learning* and leaves a reader unprepared for the marked contrast between the two. The earlier book reported objective experiment in educational psychology. The present one, despite some experimental chapters and a generous Appendix of test forms, leaves an impression predominantly theoretical.

The impression is not wholly inadvertent, as the author's Preface indicates.

This book is intended for workers in adult education and for students preparing to become teachers of adults. It has seemed best to secure clearness and brevity even though this entails dogmatism, apparent neglect of psychological doctrines which are held widely, and possibly overconfidence in results obtained by us but not yet confirmed by others or generally accepted. We believe that practice based on these results will on the whole be much better than the traditional practices which it replaces.

As this paragraph promises, what follows is virtually a text in pedagogy for teachers of adults. As such, notwithstanding the admitted tinge of dogmatism, it will carry conviction to many readers who have taught. Its main power, one feels, is due to Mr. Thorndike's ripe experience as an educator more than to the data on interests assembled to support his theory.

The three chapters devoted to the study of interests, as such, make fascinating reading, but from a scientific viewpoint do not carry complete conviction. Chapter ii on the change of interests with age shares with E. K. Strong's treatment of the same subject¹ the limitation of not reporting observations over a period of time. Reports of youthful interest from memory may be as dependable as Mr. Thorndike believes, but unqualified comparisons with present interests still take no account of changes in social environment between the twenties and the fifties of persons reporting. Within that time such activities as listening to music, going to the theater or movies, traveling,

¹ E. K. Strong, *The change of interests with age* (Stanford University Press, 1931).

keeping up with politics, and reading fiction or non-fiction have been so differently conditioned that it is questionable to attribute varying interest in them chiefly to difference in age. This seems particularly significant inasmuch as differences of interest between twenty and fifty in a given group of people prove comparatively slight. On the other hand, chapter ix on individual differences among adults reports no control of the age-factor in that comparison, although a previous consideration of differences between younger and older adults of the present day (chap. vii) showed a significant contrast in attitudes between the two age-groups.

Graver than these limitations, however, is the predominant subjectivity of the criteria employed in the two chapters just mentioned for measuring the intensity of interest or aversion. An excerpt from the Rating Scale (p. 76) will best illustrate:

- 50 As unpleasant as a violent headache or toothache, or listening to a bore
.....
- 25 As unpleasant as a moderate burn, or a scornful comment about you
.....
- 10 As unpleasant as a glare in the eyes
.....
- +25 As pleasant as sleeping when fatigued, or casual approval
.....
- +50 As pleasant as eating your favorite food, or enjoying your best friend, or drinking
your favorite drink

These descriptions are called only "suggestive," but it is probable that a good many readers will find the tentative values so inverted, by their own standards, that to equate other experiences either to them or to the accompanying numerical weights would be more than dubious.

An equally grave objection must be brought against the measure of desirable experiences by number of days in prison at hard labor (with no disgrace attached) which one would undergo for the sake of enjoying them. Without attempting adequate discussion of the point, it may be suggested that, beyond a very few weeks, incarceration would have effects on morale out of all proportion to the mere increase of time. This psychological factor brands self-sentences of 1,000-3,700 days as either unimaginative or pathological, and vitiates the device as a measure of intensity of interest.

Mr. Thorndike himself recognizes the inadequacy of present techniques and deprecates the incompleteness of results. Yet he maintains that his findings support "the view that interests, like abilities, are distributed in a group of the same age and the same conditions of life [these qualifications were not mentioned in describing the group actually studied] *continuously* and *unimodally*" (p. 103). That is, as far as they go he considers them statistically sound. It is with this mathematical confidence in measurements so demonstrably unsound from a quantitative viewpoint that serious issue must be taken.

JEANNETTE HOWARD FOSTER

Hollins College, Virginia

Jahrbuch der Bücherpreise. Ergebnisse der Versteigerungen in Deutschland, Österreich, Holland, der Schweiz, Skandinavien, der Tschechoslowakei, Ungarn. Band XXIX (1934). Compiled by GERTRUD HEBBELER. Leipzig: Otto Harrassowitz, 1935. Pp. x+217. Rm. 20.

The antiquarian book catalog, with its more or less valuable merchandise and its fixed prices, is the direct means of contact between the dealer and his customers—the sales agent to a steadily buying public. A well-prepared digest of auction sales, on the other hand, is, for the period which it covers, a general record of the fluctuation of monetary values in the antiquarian book market—a document of bibliographical history. The auction prices reflect the general price-level of the time and indicate the contemporary fashions in book collecting as well as the special interests and demands of bibliophile collectors.

The beginnings of the book auction go back to the first decade of the seventeenth century. Holland was the starting-point and no less a person than Ludwig Elzevier, the famous printer, the initiator of the first regular book auction at Leiden, about 1604. From there this institution spread to the leading countries of Europe, and in the course of the centuries became an essential factor in cultural history. It has always been in the auction room that the diverse interests of book collectors have best shown themselves and have determined the fluctuating curve of prices.

Gertrud Hebbeler again presents in this volume an accurate cross-section of the most important book auctions held during 1934 in continental Europe, France excepted. This is the twenty-ninth appearance of the *Jahrbuch der Bücherpreise*. Although the slender volume contains only 217 pages in comparison with the 267 pages of the preceding year, there is no falling-off in the bibliographical standards and in the intelligent selection of material which Miss Hebbeler, the compiler, has maintained over a long period of years. Thirty-nine auctions are recorded in comparison with forty-six for 1933: eleven German, sixteen Austrian, four Dutch, three Czechoslovakian, and five Swiss, which is a considerably fewer number than is included in English and American price records. The total number of the items has also diminished from 39,231 books in 1933 to 33,224 in 1934.

Owing to the Hermann Dernburg and Armand Sigwalt auctions, which included early works on architecture and books with copper engravings, a number of important items of this kind are represented. The Ottingen-Wallerstein and Steinwachs auctions were the chief sources of a considerable supply of incunabula, wood-cut books, and works on graphic art. Private-press books, at present in vogue among collectors, and German literature were quite well represented, but good examples of the French *Dix-huitième* appeared only occasionally. A collection of material on early aeronautics should also be mentioned (auctions von Sigmundt and Nirenstein).

In general, the prices kept within normal bounds, although in some cases quite high levels were reached. The rich collections placed on auction at the Vienna Dorotheum brought low prices, as usual, indicating a continuing lack

of buying power in Austria. In Germany, however, prices were on a level with those of Holland and Switzerland. Books of the fifteenth century, i.e., ordinary incunabula, were for the most part to be had at fairly low prices, although especially good and illustrated items sold relatively high. Press books, especially in hand bindings, had rather fluctuating prices, while architectural works with copper plates could generally be had at reasonable cost. German literature and works of the seventeenth century, judging by the prices which they brought, did not seem to be much in demand. Books on aeronautics, by the same criterion, appear to have been popular. It would be interesting to learn something about the international buying public who attend these book auctions.

Among the maximum prices should be noted:

Thomas de Aquino, *Summa de articulis fidei* (Ca. 1459), Rm. 2400.

Vergilius, *Opera* (1478), Sw. Fr. 3200.

Geistliche Auslegung (1478), Rm. 2500.

Ptolemaeus, *Geographia* (1525), Sw. Fr. 1600.

Blondel, *Architecture française* (1752/56), 4 vols., Sw. Fr. 2200.

Lafontaine, *Contes et nouvelles* (1762), 2 vols., Sw. Fr. 2510.

Hennin, *Memoire sur la direction des aerostats* (1802), Sw. Fr. 120.

Shakespeare, *Tragedy of Coriolanus*. (Doves press, 1914), Sw. Fr. 420.

It remains to be said that Miss Hebbeler has paid careful attention to the description of the binding and the condition of each item—features which have a great influence in determining the book's price. Press books are recorded twice: once under the press and again under the usual author entry.

Libraries which purchase books abroad as well as private collectors to whom the economic condition of the book market is important will find the attractively printed *Jahrbuch* indispensable. Its correct interpretation of bibliophile market value is also helpful in making book appraisals.

LUDWIG SCHÜZ

Newberry Library

A history of American biography, 1800-1935. By EDWARD H. O'NEILL. Philadelphia: University of Pennsylvania Press, 1935. Pp. xi+428. \$4.00.

The method of this volume can perhaps best be understood in the light of its Table of Contents. The chapter heads are: I. "Introduction"; II. "American biography, 1800-1860"; III. "American biography, 1860-1900"; IV. "The turn of the century, 1900-1918"; V. "The biographers' Lincoln"; VI. "Washington: false and real"; VII. "The new biography"; VIII. "The world turns to biography"; X. "The new biography looks at public life"; XI. "Today."

Outside of the Introduction, the method of treatment is uniform. The author takes up, with more or less extended critical comment, several hundred biographies. In this list itself and in the bibliography at the close, inadequate

as both are, lies the chief value of the book, for the comment is usually sketchy, as it obviously must be, and often inadequate. It is frequently, it would seem, colored by the author's personal opinion of the subject of the biography, and always little if any more than the expression of the author's personal opinion. His own characterization of Edgar Lee Masters' *Lincoln* (p. 150) is applicable to his own book. "The truth of the matter is that Mr. Masters' book is simply an interpretation of Lincoln from a particular point of view." How balanced are the judgments of Mr. O'Neill may be gathered from his next sentence. "It is the judgment of one who is a Southern Democrat, an unreconstructed rebel, although he was born, reared, and still lives in Illinois."

If the reader is interested in the ex cathedra judgments of the author, with all their inaccuracies of statement, or is impressed by them, it may be possible to read the book through in a connected fashion and with enjoyment. That has not been the good fortune of this reviewer. Possessing no claim to authority in the field of biography, he has nevertheless read a great many of the books discussed in this volume, and with scarcely one does his judgment coincide with that of the author. *De gustibus non disputandum est*, but nevertheless he does not recommend the book.

J. G. DE ROULHAC HAMILTON

University of North Carolina

Samuel Taylor Coleridge. A selected bibliography of the best available editions of his writings, of biographies and criticisms of him, and of references showing his relations with contemporaries. For students and teachers. Compiled by VIRGINIA WADLOW KENNEDY and MARY NEILL BARTON. Baltimore, Md.: Enoch Pratt Free Library, 1935. Pp. viii+151.

This volume is an example of a new type of bibliography which is being carried on in many parts of the country. Its chief purpose is to make readily available to the user references to many sources of information concerning Coleridge. In no sense is such an endeavor to be considered a "point" bibliography, for its chief interest lies not in first but rather in accessible editions.

The work is a "selected bibliography," and is analytic in its nature. Probably the outstanding value of the book, a value which makes it somewhat unique, is its summaries of the articles and books listed. Nearly every reference has been read and summarized in short, terse analyses; in this way the reader is informed of the scope and limitations of practically all the material given in the bibliography. Certainly, too, this is a time-saver for the busy teacher or the perplexed student.

The arrangement of the book into sections also is helpful, and the Index affords ready reference both to titles and to authors. Perhaps the most interesting division of the volume is the part entitled "Contemporaries," where a broad view of the period in which Coleridge lived may be obtained.

Unfortunately, however, there seems to be no clear indication as to why these books and articles are presented "For students and teachers," or why other material has been left out. If we examine, for example, the sections of the book marked "Biographies" and "Criticisms," we are able to discern no clear standard for inclusion or exclusion of items. The Preface indicates that, for the most part, "the space in the section 'Criticisms' is devoted to books and articles of the last twenty years or so because there are many lists of earlier criticism, the most important of which are cited in the section 'Bibliographies.'" One finds, further, that this bibliography omits most articles in foreign journals, brief passages in books, and "books and articles of which the substance has been set forth later in better and more accessible works." "Some monographs and theses" (may one ask which?) have also been excluded. Yet, even when allowances are made for these declared omissions, there are many books and articles which seem to merit inclusion (for a partial list of these, see appended list).

What, in brief, has been the basis of selection? For precisely what students and teachers is this book intended—high-school, college, graduate-school? Is the book a subjective or objective list? Does the volume contain all the important articles or merely those which will give a sample of the entire field of Coleridge criticism? Actually, what sources have been used?

These and other questions may bewilder the user of this volume which seriously handicaps its user when it fails to specify (1) its sources; (2) its basis for selection; and (3) its exact time limits, i.e., to 1935, or whatever the case may be. Without this information no student or teacher can fill out, if he chooses, the gaps which must inevitably appear in any selective work, nor can he keep the volume up to date by adding new material.

In conclusion, then, one would wish to commend the compiler for accuracy and industry, and the typographer for excellent taste, but one would also suggest that future bibliographies contain a clearer outline of objectives than is given here.

The following is a partial list of items which have been omitted from this bibliography. Perhaps the omissions suggest to the reader a basis for their omission; to the reviewer they did not.

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 CLARKE, G. H., "Certain symbols in 'The rime of the ancient mariner,'" *Queen's quarterly*, XL (February, 1933), 27-45.
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 DAWSON, W. J., *The makers of English poetry*, rev. ed. (New York: F. H. Revell, 1906), pp. 80-89.
 DRINKWATER, J., *The muse in council, being essays on poets and poetry* (Boston: Houghton, 1925), pp. 126-32.

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- GRIGGS, E. L., "Notes on a proposed edition of the correspondence of Samuel Taylor Coleridge," *Papers of the Michigan Academy of Science, Arts, and Letters*, XII (1930), 293-99.
- , "Swinburne on Coleridge," *Modern philology*, XXX (November, 1932), 215-16.
- GWYNN, S. L., *The masters of English literature* (New York: Macmillan, 1904), pp. 345-50.
- HALL, WILLIAM C., "Coleridge," *Manchester quarterly*, XLI (October, 1922), 256-75.
- HOWELL, C. E., "Samuel Taylor Coleridge," *Halborn review* (April, 1926), pp. 151-61.
- INNES, K. E. R., *Coleridge and his poetry*, "Poetry and life" series (London: Harrap, 1911). Pp. 122.
- KINGSMILL, H., "Samuel Taylor Coleridge," *English review*, LIX (July, 1934), 53-58.
- MABBOTT, T. O., "Coleridge MSS," *Notes & queries*, CLX (May 2, 1931), 317.
- MARSHALL, E. G., *Poetical theories and criticisms of the chief romantic poets* (Ann Arbor: Edwards Bros., 1926), pp. 67-76 [Mimeographed dissertation].
- MORRIS, H. N., *Flaxman, Blake, Coleridge, and other men of genius influenced by Swedenborg* (London: New-church Press, 1915). Pp. 166.
- NITCHIE, E., "Coleridge and metre," *Saturday review of literature*, VII (September 20, 1930), 146.
- PAYNE, W. M., *The greater English poets of the nineteenth century* (New York: Holt, 1907), pp. 96-127.
- PIENAAR, W. J. B., "Coleridge's pantheistic hymn," *Times literary supplement* (February 23, 1928), p. 859.
- , "A poem by Coleridge," *Times literary supplement* (November 15, 1928), p. 131.
- RIDLEY, H. M., "Great friendships; Samuel Taylor Coleridge and Charles Lamb," *Canadian magazine*, LXI (May, 1923), 21-26.
- ROBERTS, R. E., *Reading for pleasure and other essays* (London: Methuen, 1928), pp. 164-69.
- SNYDER, A. D., "Coleridge and Mr. John Watson," *Times literary supplement* (September 30, 1926), p. 654.
- , "Coleridge and the Watsons," *Times literary supplement* (August 25, 1927), p. 576.
- SQUIRE, J. C., *Books in general*, 2d series (New York: Knopf, 1920), pp. 250-53.
- STEWART, C. D., *Essays on the spot* (Boston: Houghton, 1910), pp. 103-89.
- STEWART, J. I. M., "Coleridge and Chesterfield," *Times literary supplement* (December 29, 1932), p. 989.
- STOVALL, F., "Poe's debt to Coleridge," *University of Texas studies in English*, No. 10 (1930), pp. 70-127.
- WILLIAMSON, C. C. H., *Writers of three centuries, 1789-1914* (London: G. Richards, 1920), pp. 61-65.
- WRIGHT, D., "Coleridge, opium, and theology," *Open court*, XXXVIII (January, 1924), 37-45.

Mistakes.—Page 112—J. M. Murry's *Aspects of literature* is incorrectly given as "*Aspects of criticism*"; page 125—G. W. Wright's "A sonnet by Coleridge?" is listed as "A sonnett . . ."; page 121—C. W. Stork's article is called "The influence the popular ballad. . . ."

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Bibliography of eighteenth century English literature. By FREDERIC EWEN. New York: Columbia University Press, 1935. Pp. [iv] + 28. \$0.30.

Books and articles dealing with eighteenth-century English literature have multiplied so rapidly in the past two decades as to render the bibliographies in Volumes IX-XI of the *Cambridge history of English literature* (1913-14) less useful than formerly in the matter of secondary references. Since 1920 the Modern Humanities Research Association has published a yearly bibliography of English literature, the latest number of which (Volume XIV, for 1933) records 342 items for the eighteenth century, besides many other references in subsidiary sections. In 1926 Professor Crane began to publish in the *Philological quarterly* an annual critical list of works on Restoration and eighteenth-century literature; this excellent bibliography, which has been continued since 1933 by Professor Bredvold, contains occasional brief reviews of some of the books and articles listed. Dr. Ewen now provides for the student a selective list of references for eighteenth-century authors, together with supplementary references on "Religion," "Society," "Orientalism," "Primitivism," etc. For each author Dr. Ewen mentions the standard edition of "Works," but his bibliography cannot be considered—in spite of its title—an English counterpart of Volume III of Lanson's *Manual*; it is concerned mainly with *ouvrages à consulter*, and as such it will be a useful aid for the student.

The division of authors into two groups—"The Age of Pope" and "The Age of Johnson"—hinders rather than helps the finding of any given author, especially since there is further subdivision by *genres*. A single alphabetical listing of authors would greatly increase the book's usefulness. Dramatists are well represented, even to such figures as O'Keeffe and Macklin, but prose writers like Adam Smith, Arthur Young, Priestley, Hartley, Reid, Lord Kames, and Lord Monboddo are not included. Dennis finds a place, but not Gildon; Mrs. Inchbald, but not Eliza Haywood; Percy, but not Ritson. Other omissions which might be criticized are those of Anstey, Dodsley, Mrs. Thrale, Wilkes, and John Wolcot (Peter Pindar).

The references under each author are, of course, selective, yet the choice, particularly as regards articles, seems at times questionable. To Swift should be added R. F. Jones's monograph on *The background of the Battle of the books* ("Washington University Studies," Vol. VII, Humanistic Series, No. 2, 1920), and to Defoe, A. W. Secord's *Studies in the narrative method of Defoe* ("University of Illinois Studies in Language and Literature," Vol. IX, No. 1, 1924). Several important items should be added to the references on Berkeley; Walpole, Gray, and Cowper. For Churchill only the monograph of Putschi (Vienna, 1909) is cited; the series of important articles by Joseph M. Beatty, Jr., should surely be added: "The Political Satires of Charles Churchill," *SP*, XVI (1919), 303-33; "An Essay in Critical Biography, Charles Churchill," *PMLA*, XXXV (1920), 226-46; and "Churchill's Influence on Minor Eighteenth Century Satirists," *PMLA*, XLII (1927), 162-76. To Richardson might well be added Clara L. Thomson's biographical and critical study

(London, 1900) and Dottin's *Samuel Richardson, 1689-1761, imprimeur de Londres* (Paris, 1931).

The relations of English with the continental literatures receive less attention than they deserve. Six items on "The German Infiltration" (omitting Georg Herzfeld's *William Taylor von Norwich* (Halle, 1897), Thomas Rea's *Schiller's dramas and poems in England* (London, 1906), Wilhelm Todt's *Lessing in England 1767-1850* (Heidelberg, 1912), and René Wellek's *Immanuel Kant in England, 1793-1838* (Princeton, 1931), and four on "The French Revolution" give scarcely an adequate idea of the extent to which English literature was acting upon and receiving light from the continental literatures. For individual authors, too, a few references might well have been given to show the extent to which they were popular abroad. Dr. Ewen has done this for Sterne, listing F. B. Barton's *Etude* (Paris, 1911), Hewett-Thayer's *Laurence Sterne in Germany* (New York, 1905), and Rabizzani's *Sterne in Italia* (Rome, 1920). If for Sterne, why not for other authors, notably Swift, Pope, and, above all, Richardson?

DONALD F. BOND

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Guide to the personal papers in the manuscript collections of the Minnesota Historical Society. Compiled by GRACE LEE NUTE and GERTRUDE W. ACKERMANN. St. Paul, 1935. Pp. x+146.

In his Introduction Dr. Blegen, superintendent of the Society, explains the nature and contents of the papers listed in the present volume—a forerunner, by the way, of similar guides to follow, being Number 1 in a series of "Special bulletins," a subseries of the "Publications" of the Society. Examination of the volume in hand shows 455 entries arranged in two groups. Entries 1-280 cover collections left with the Society by individuals or families, many of them prominent in the history, politics, education, church, business, or the social life of the state. Each entry gives the name of the owner or donor of the collection, the years covered by the papers, and an indication of the size, followed by descriptive notes. Entries 281-455, on the other hand, cover single items such as autobiographical sketches, diaries, reminiscences, and letters. Arrangement in both groups is alphabetical by names of donors, authors, or the persons with whom the collections originated. A full Index is appended of personal and geographic names and of events and subjects mentioned in entries or notes. Preparation of a fuller index to include the names of all correspondents and most of the subjects occurring in this vast collection of papers evidently would have presented a problem beyond the capacity of the available editorial force. This limitation of the Index and the omission from the present volume of the records of organizations—e.g., churches, political parties, fraternal bodies, clubs, and societies—probably explains the absence from

the Index of a great many names and subjects which one would expect to find in a publication like the one under discussion.

In a footnote (p. vii of the Introduction) Dr. Blegen refers to the system of classification adopted for the manuscripts of the Society without, however, giving any specific information as to its character or scope. As a general rule, archival collections are not properly classified or cataloged. Too often huge accumulations of miscellaneous papers are merely arranged by numbers without much regard to subject, or even chronological or alphabetical, sequence. This necessitates the handling and perusal of thousands of papers on the chance of finding one little item bearing on the subject under investigation. The writer knows of only one extensive manuscript collection in America where—at any rate until six or seven years ago—letters and manuscripts were classified according to the same minute system which covered books and pamphlets of the institution. Any paper or letter in the possession of that institution relating to a given person, organization, corporation, society, country, or other locality could therefore be located in an instant. Perhaps the elastic classification alluded to by Dr. Blegen will, in time, prove equally effective. Too often archivists devote themselves assiduously to the accumulation of huge masses of papers without much thought as to the arrangement of the records without which they are of little real value to investigators. It is the aim of the present *Guide*, and those to follow, to remedy such a situation. If successful in these efforts, the Minnesota Historical Society will soon find itself the Mecca of investigators interested in the history of the state, the West, or even the country at large.

As is so often the case here in America, the cataloging and indexing—in this instance even seeing the publication through the press—has been intrusted to women, and there is every indication that they have done their work conscientiously and well. With so much of the real bibliographic investigation and research in the hands of women, it is presumably merely a question of time when they will gain control also of the administration of our libraries and archives—something that may prove for the best not only for the women and institutions affected but also for the men who will thus find themselves free to devote their time and energy to matters either of greater importance or more to their liking.

J. C. M. HANSON

Sister Bay, Wisconsin

BOOK NOTES

Abridged readers' guide to periodical literature. Vol. I, No. 1, September, 1935. New York: H. W. Wilson, 1935. Pp. [iii]+166. Service basis.

This new venture of the H. W. Wilson Company should prove most useful to the small library which subscribes to only a few periodicals and does not feel justified in spending the amount necessary for the regular *Readers' guide* yet which needs some way of getting at the material contained in those periodicals which it receives. The *Abridged readers' guide* indexes 23 magazines as compared with 109 covered in the unabridged *Guide*. It includes three magazines which the larger index does not have, namely, *Christian Science monitor magazine*, *Reader's digest*, and the *New York times magazine*. The libraries pay only for the cost of indexing those periodicals which it receives.

Essay and general literature index: 1935 supplement. An index to 4298 essays and articles in 220 volumes of collections of essays and miscellaneous works. Edited by MARIAN SHAW. New York: H. W. Wilson, 1935. Pp. viii+270.

This is the second annual supplement to the *Essay and general literature index, 1900-1933*. The foundation volume, published in 1934, provides an analytical, subject-and-author index to about forty thousand essays and articles contained in 2,144 volumes of collected essays and miscellaneous works. Miss Minnie Earl Sears, the principal editor of the *Standard catalog*, planned and edited the foundation volume although she did not live to see its publication. The index has a predecessor in the *A.L.A. index to general literature* which, including the first supplement, covered books up to 1910. Plans for further supplements to this index have been abandoned, and the publishing board of the American Library Association has turned over to the compilers of the *Essay index* all lists and material collected for the continuation of the *A.L.A. index*.

Since the volumes to be analyzed were carefully chosen by the vote of forty-nine collaborating libraries, the *Essay index* will be useful to libraries in selecting composite books of essays. The *Index* will save cataloging departments the expensive labor of analyzing this type of book for their own catalogs, and it will furnish the reference librarian with a key to valuable essay material heretofore buried in collections of essays and symposiums; it is particularly useful in the fields of literary biography and criticism.

First appearance in print of some four hundred familiar quotations exhibited at the Olin Memorial Library, Wesleyan University, Middletown, Conn., February 24—March 23, 1935. Middletown, Conn.: Olin Memorial Library, 1935. Pp. xiv+261. \$2.00.

The title explains the scope of the book in which the quotations are arranged chronologically. Following each one is given the author, and the title of the book from which it is taken, with the place and date of publication. This is usually the earliest edition known or the earliest one obtainable for the exhibit from the many friends of Wesleyan University. A paragraph or so following each quotation traces its bibliographical history, gives interesting variations in the text of the different editions, and gives other bits of information about the text which are lacking in the ordinary book of quotations. The book is not usable as a quick-reference tool as it lacks a first-line index and a keyword index. The only index is by author. However, a wealth of material has been collected that is most valuable.

Harvard Library notes. No. 26, December, 1935. Cambridge, Mass.: Harvard University Press, 1935. Pp. 65-94.

Admirers of Heinrich Heine will be interested in the fine Heine collection recently purchased from Salli Kirschstein, a well-known Berlin collector, and presented to the Harvard College Library. The collection which contains nearly a thousand items—works of Heine, books and periodicals about him, and many manuscripts and portraits—is described in some detail in this number of the *Harvard library notes*. The *Notes* also contain a description of Harvard's Italian literature collection and records the recent acquisition of a collection of Mexican periodicals, poems, and novels—the work of a nineteenth-century Mexican reformer, José Joaquín Fernández Lizardi.

The history of the German Friendly Society of Charlestown, South Carolina, 1766-1916.

Compiled from original sources by GEORGE J. GONGAWARE. Richmond: Garrett & Massie, 1935. Pp. xv+226. \$3.00.

William Mahone of Virginia: soldier and political insurgent. By NELSON MOREHOUSE BLAKE. Richmond: Garrett & Massie, 1935. Pp. xv+[1]+323. \$3.00.

Librarians anxious to add to their store of historical and biographical material on the South will be interested in these two books recently issued by a Richmond publishing house which devotes itself to the publication of southern books. Garrett and Massie books have twice received the highest award offered by the American Institute of Graphic Arts. These two volumes are no exception to the firm's policy of publishing fine books. They are well printed, with distinctive title-pages, and possess unusually colorful and attractive jackets.

International bibliography of historical sciences. Eighth year, 1933. Edited for the INTERNATIONAL COMMITTEE OF HISTORICAL SCIENCES. New York: H. W. Wilson, 1935. Pp. xxxi+511.

Volume VIII of the *International bibliography of historical sciences* deals with the books of 1933. The industry of the committee engaged in the compilation of this series made possible the publication of two volumes in 1934 and two in 1935. Two volumes are promised for 1936—one covering the publications of 1934, and the last volume in arrears, that for 1931. Thereafter each annual volume should appear twelve or eighteen months following the publication of the books and periodical articles it records.

The present issue incorporates a few changes in the classification system followed in the preceding volumes. Several headings have been further subdivided; a few have been combined with others; and some have been slightly re-worded to make place for new types of material which must be listed.

There is no key to the periodicals cited in this volume; the user is referred to the key in the volume of 1932. The Committee has decided to issue for this purpose (sometime in 1936, it hopes) a special bulletin which will be not only a key list to the periodicals cited in the *International bibliography* but a bibliographical repertory of current historical periodicals for each co-operating country as well.

BOOKS RECEIVED

The following publications have been received at the offices of the *Library quarterly*:

Archives et bibliothèques, Vol. I, No. 1. Paris: Emile Nourry, 1935. Pp. 64. Published every two months. Annual subscription, 50 francs in France; 55 francs in other countries.

Aids in book selection for elementary school libraries. By EDITH A. LATHROP. ("Pamphlet," No. 65.) Washington, D.C.: Office of Education of the U.S. Department of the Interior, 1935. Pp. iii+39. \$0.05.

The book of the states. Including Handbook of the American Legislators' Association, Manual of legislative reference services, The Second Interstate Assembly, Organization Meeting of the Tax Revision Council, June Meeting of the Council of State Governments. Vol. I. 3d ed. Chicago: Council of State Governments and American Legislators' Association, 1935. Pp. xxiii+[i]+505. \$2.00.

The bookman's manual. A guide to literature. 4th ed., revised and enlarged. By BESSIE GRAHAM. New York: R. R. Bowker, 1935. Pp. xi+715. \$5.00.

A century of best sellers, 1830-1930. Compiled with an Introduction by DESMOND FLOWER. London: National Book Council, 1934. Pp. 24. 1s.

Contemporary British literature. A critical survey and 232 author-bibliographies. By FRED B. MILLETT. Third revised and enlarged edition, based on the second revised and enlarged edition by JOHN M. MANLY and EDITH RICKERT. New York: Harcourt, Brace, 1935. Pp. xi+556. \$2.00.

County library service in the South. A study of the Rosenwald County Library Demonstration. By LOUIS R. WILSON and EDWARD A. WIGHT. ("University of Chicago studies in library science.") Chicago: University of Chicago Press, 1935. Pp. xv+259. \$2.00.

La documentation en France. Répertoire des centres de documentation existant en France. Paris: Union Française des Organismes de Documentation, 1935. Pp. 146.

Elenco dei manoscritti arabi islamici della Biblioteca Vaticana. Vaticani, Barberiniani, Borgia, Rossiani. Per GIORGIO LEVI DELLA VIDA. ("Studi e testi," No. 67.) Città del Vaticano: Biblioteca Apostolica Vaticana, 1935. Pp. xxix+347+41. L. 110.

Enoch Pratt. The story of a plain man. By RICHARD H. HART. ("A fiftieth anniversary publication.") Baltimore, Md.: Enoch Pratt Free Library, 1935. Pp. 121. \$0.50.

- Enoch Pratt Free Library staff instruction book. Detailed methods and practices in all departments and branches.* Edited by the STAFF INSTRUCTION BOOK COMMITTEE. ("A fiftieth anniversary publication.") Baltimore, Md.: Enoch Pratt Free Library, 1935. Pp. unnumbered. \$2.50. (Mimeographed.)
- Friends of the Library groups.* By AMERICAN LIBRARY ASSOCIATION. Chicago: American Library Association, 1935. Pp. [i]+22. (Mimeographed.)
- Good reading. A guide for college students and adult readers, briefly describing about a thousand books which are well worth knowing, enjoyable to read, and largely available in inexpensive editions.* Prepared by THE COMMITTEE ON COLLEGE READING, ATWOOD H. TOWNSEND, chairman, for the National Council of Teachers of English. Chicago: National Council of Teachers of English, 1935. Pp. 80. \$0.20 a copy; \$1.80 a dozen.
- Graded list of books for children.* Compiled by a JOINT COMMITTEE OF THE AMERICAN LIBRARY ASSOCIATION, NATIONAL EDUCATIONAL ASSOCIATION, NATIONAL COUNCIL OF TEACHERS OF ENGLISH, NORA BEUST, chairman. Chicago: American Library Association, 1936. Pp. x+161. \$1.75; ten or more, \$1.50 each.
- Hellas and Hellenism. A social and cultural history of ancient Greece.* By NICHOLAS P. VLACHOS. Boston: Ginn, 1936. Pp. ix+428. \$3.00.
- Henry E. Huntington Library and Art Gallery. *Eighth annual report, July 1, 1934-June 30, 1935.* San Marino, California, 1935. Pp. [viii]+28.
- A history of the Far East.* By G. NYE STEIGER. Boston: Ginn, 1936. Pp. vii+928. \$4.75.
- Index of theses and dissertations prepared at Temple University, 1908-1935.* Compiled by MAURICE F. TAUBER. Philadelphia: Temple University Library, 1935. Pp. [iii]+44. (Mimeographed.)
- Inexpensive books for boys and girls.* Compiled by the BOOK EVALUATION COMMITTEE OF THE SECTION FOR LIBRARY WORK WITH CHILDREN OF THE AMERICAN LIBRARY ASSOCIATION. Chicago: American Library Association, 1936. Pp. 44. \$0.50; ten or more, \$0.40 each.
- Library administration.* By S. R. RANGANATHAN; with a Foreword by R. LITTLEHAILES. ("Madras Library Association publication series," No. 5.) Madras: Madras Library Association, 1935. Pp. 673. \$3.75 from H. W. Wilson, New York.
- Literary pioneers. Early American explorers of European culture.* By ORIE WILLIAM LONG. Cambridge, Mass.: Harvard University Press, 1935. Pp. vi+[i]+267.
- Manual of cataloging and classification for elementary and small high school libraries.* By MARGARET FULLERTON JOHNSON. 2d ed., revised. New York: H. W. Wilson, 1935. Pp. x+47+[2].
- More first facts. A record of first happenings, discoveries and inventions in the United States.* By JOSEPH NATHAN KANE. New York: H. W. Wilson, 1935. Pp. 599. \$2.75.

- One dollar or less. Inexpensive books for school libraries.* By EDITH A. LATHROP. ("Circular," No. 147.) Washington, D.C.: U.S. Department of the Interior, Office of Education, 1935. Pp. i+25. (Mimeographed.)
- One hundred books. A library on occupational adjustment.* (Reprinted from *Occupations. The vocational guidance magazine*, February, 1935.) New York: National Occupational Conference, 1935. Pp. [8]. \$0.10.
- Over de Rangschikking in den Amerikaanschen Catalogus.* By J. F. VANDERHEIJDEN. (Reprinted from *Archives, bibliothèques et musées de Belgique*, T. XII (1935), No. 2.) Bruxelles, 1935. Pp. 22.
- The papers of the Bibliographical Society of America.* Vol. XXIX. Chicago: University of Chicago Press, 1935. Pp. 114. \$4.00.
- A provisional index to Roman printing types of the fifteenth century.* By LESTER CONDIT. Chicago: University of Chicago Press, 1935. Pp. [x]+37+[ii]. \$1.00.
- Répertoire international des centres de documentation chimique.* Paris: Office International de Chimie, 1935. Pp. 115.
- Rockford College bulletin. Addresses delivered at Commencement, June ninth and tenth, 1935.* Rockford, Ill.: Rockford College, 1936. Pp. 24.
- Selected references in education, 1935. Reprinted from the "School review" and the "Elementary school journal" for January to December, 1935.* ("Supplementary educational monographs.") Chicago: Department of Education of the University of Chicago, 1936. Pp. ix+198. \$0.90 postpaid.
- The transportation problem in American social work. Including an account of the origin and development of the Transportation Agreement.* By JEFFREY R. BRACKETT. New York: Russell Sage Foundation, 1936. Pp. 38. \$0.25.

